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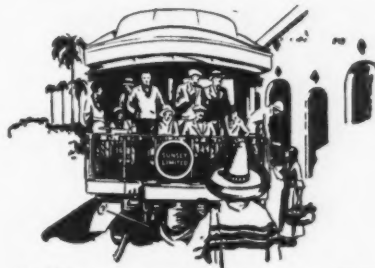
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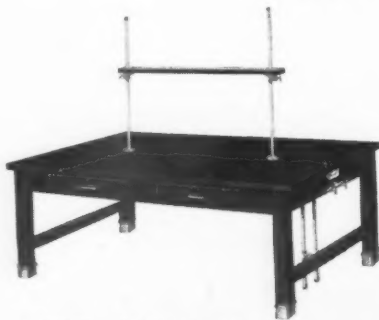
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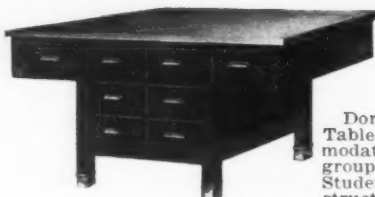
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# SIERRA EDUCATIONAL NEWS

*Official Publication of the California Teachers' Association*

MARK KEPPEL.....President  
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No. 10

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## Merry Christmas to All!

**T**HANKSGIVING, Christmas, and New Year! The sequence of these happy and ancient festivals has much significance to California teachers.

Nineteen twenty-seven has been a good year indeed in the whole field of educational progress and particularly in the welfare of the American public school system in the state.

The Governor of California, the California Legislature, the State Superintendent of Public Instruction, have all shown high educational leadership. They have built their convictions into substantial school progress.

Public schools of California have marched, this year, steadfastly forward. Thanksgiving has been genuine.

No better way of realizing one's thankfulness can be found than by doing good to others. California school women and men, richly blessed beyond those in many other parts of the United States, now turn at Merry Christmas-time,—as teachers, as fathers and mothers, and as members of families,—to express through all the gladness of the Christmas season, their happiness in the service of the children and young people of our great commonwealth.

And, after giving our thanks for the pleasant journey of 1927; and after manifesting our thankfulness through all the generous modes of Christmas-tide; now we turn hopefully forward to the shining New Year, with its new bright promises and new radiant hopes.

We are better prepared, through the experiences of 1927, to meet the problems and tasks that 1928 also will bring.

Christmas comes as a felicitous climax to the old year.

Christmas also is a most appropriate token of the generous spirit with which every teacher greets that sweet and star-eyed child, 1928.



Christmas  
Greetings

## There Stands Bill: A Drama

MRS. MARIAN GREGG

*Principal, Luther Burbank School, Santa Rosa, California*

**T**HERE stands Bill  
 Sullen and rebellious  
 Sent to the office for writing notes  
 In school.  
 A few hours before  
 I had met Bill in the yard,  
 Jubilant, full of interest.  
 Charley had brought  
 Two elephant's teeth.  
 Charley said they were  
 Elephant's teeth—  
 Not tusks, you know,  
 Just teeth.

Now here stands Bill  
 With a message  
 From his teacher.  
 "Dear Mrs. Wright:  
 Bill knows that  
 Writing notes in school  
 Is forbidden.  
 Would you mind  
 Saying something to him?"

Bill's note lay  
 On my desk.  
 I read it.  
 We spend exactly  
 39 minutes every day  
 Teaching Bill  
 Morals and manners;  
 Anyway, I read Bill's note  
 To Charley.  
 Here it is,  
 Let's all read it.  
 We have graduated  
 And don't have 39 minutes  
 In morals and manners  
 Any more.

"4-25-27.

Seat No. 1, Row 3.

Dear Charley:

Keep them elephant's teeth,  
 And we will start a carnival  
 Or a circus.

I can draw posters  
 And lots of advertisements  
 And we can get a lot of kids  
 That are our pals.

*We can catch gophers,  
 Snakes, and other mammals,  
 Train them.  
 We will start the show next month,  
 About the 3rd.  
 Bill."*

I spoke to Bill  
 Severely  
 About writing notes,  
 And sent him back  
 To his room  
 Angry and ashamed.

I have been studying all summer  
 About motivation.  
 Interesting theory;  
 Too bad it's so hard  
 To hold the child's interest.  
 What's Bill learning to write for?  
 Of course, it's to communicate  
 With his fellow men;  
 But this communication  
 Must not take place now.  
 He must learn to express himself  
 For the benefit of others,  
 And for his own pleasure;  
 But he must not  
 Write a note to the boy  
 Who sits in front of him.

Bill's teacher's trying hard  
 To cultivate  
 Bill's imagination.  
 Life will be dreary  
 For Bill  
 Without an imagination.  
 So we cultivate  
 Bill's imagination  
 58 minutes a week,  
 With poetry and things.

Bill can build a whole circus  
 From two elephant's teeth,  
 But he mustn't do it  
 During the 58 minutes  
 His imagination  
 Is being cultivated.  
 Schools are so  
 Practical.



## Mark Keppel

**F**IRM as a cliff, against whose rock-built base  
 The surges beat, and from whose lofty height  
 A lighthouse rises, shining thro' the night  
 To guide the mariner, with steadfast rays  
 In channels safe, past lurking reef and shoal—  
 His faith has stood! What tho' the billows roll  
 Against its foot? The cliff holds, unafraid.  
 So stands the rock of courage undismayed  
 Thro' all the years. Let the tide ebb or flow!  
 It shineth on, the constant, guiding glow  
 Of faith in good; no wave can quench the light,  
 Nor cloud can dim, hope in triumphant right,  
 And loyalty to truth and law obeyed,  
 And wisdom's torch, held high thro' stormy night.

—ANNA W. DELANEY,  
*Compton, California.*



Mark Keppel, veteran California school man; Los Angeles County Superintendent of Schools; President, California Teachers' Association

## Why Are We An Illiterate People?

**U**NITED STATES, the richest country in the world, is among the most illiterate. Six out of every hundred Americans over ten years of age are unable to read or write their names.

We have more illiterates than France, England, Wales, Scotland, Sweden, Norway, Netherlands, Switzerland, Denmark or Germany.

France has five illiterates per hundred, population, England and Wales two, Germany and Denmark each have two per thousand.

Our five million adult illiterates are just about equal in number to the total population of Australia.

The National Government has just completed a fiscal year with a surplus of six hundred million dollars.

Every year we spend tens of millions of dollars to eradicate corn borers and hog cholera.

All we can spare for the tiny federal bureau of education is \$220,000.

Uncle Sam ought to use some of his spare millions to help eradicate ignorance. In charge of that job there ought to be a Secretary of Education in the President's Cabinet at Washington.—Seattle Post.

## Christmas Books and World Friendliness

IONE MORRISON RIDER  
*Los Angeles Public Library*



CHRISTMAS is an opportunity for teachers, parents, librarians, book dealers, welfare leaders to come together with the object of making sure that all boys and girls in the community shall have opportunity to know and to love the very finest books written for their enjoyment. There can hardly be a happier subject to bring people together than the love of books. Those to whom books are vital, as a part of the joy of living, are eager always to share their enthusiasms over particular books and to spread the gospel of the reading habit.

A school superintendent not long ago spoke of the reading habit as one of the essential habits to be developed in elementary education. If we have it, all else is available. Without it, life immediately shrinks and our outlook narrows.

The borrowing of books from a public library, and the ownership of those loved enough for reading and re-reading—each of these experiences has its place in the child's life. If the book desired for a companion can be acquired through his own efforts, so much the better.

There are as many themes possible for Christmas as there are kinds of books. "World Friendliness and Understanding" would fit well into a book-program that need not end with Yule-tide, but can include almost all holidays and festivals celebrated during the school year.

There are many excellent stories having to do with life in other lands, such as Heidi, Hans Brinker, Hari the Jungle Lad, Nobody's Boy, The Lance of Kanaana, Donkey John of the Toy Valley, What Happened to Inger-Johanne, Juan and Juanita.

There are books for the younger children, such as the Dutch Twins, Rabbit Lantern, Peter-Pea, Nursery Tales from Many Lands, Little Folks of Many Lands, Eskimo Stories, Wah Sing, etc. For older boys and girls one can find numberless fascinating books of travel and of biography, as well as stories, that

bear out this theme. Ask your librarian to help you.

The idea can be carried through the year's activities not only of the school but of the church and of groups such as Boy Scouts and Camp Fire Girls. Armistice Day and Thanksgiving can together provide the starting point in November, with book discussions, reviews by children of books just read and enjoyed, dramatizations, contests, etc. Christmas can be brought into the theme by stressing the many beautiful customs that have come with it from many peoples and many different ages. Christmas as celebrated today in various countries offers endless possibilities for story-telling and dramatization.

A pamphlet containing many world friendship projects and suggestions has been gathered together by a Committee on World Friendship, of Los Angeles, and published by the Public Schools as School Publication No. 145; 25 cents.

In January thrift is the outstanding theme, and this can be knit up with books and reading by the stories of such famous people as Edward Bok, and other Poor Boys Who Became Famous. Lincoln in February follows easily, and with Washington can be used to turn attention to many books of the lives of great leaders of other times and other countries.

### Plan Your Programs Now

St. Patrick's Day in March, Arbor Day or Forestry Week, Easter in April, Music Week in May, can be in turn used with this theme in mind. Nature stories and animal stories and stories of the seasons make for friendly interest in all of life. Music is the universal language. Folk songs of all lands can be sung, and story lives of famous musicians shared.

World Goodwill Day in May offers an appropriate finale, with a possible program in which the giving of certificates or other honors earned in reading activities during the year can be made to carry out the idea of books as friends and peace-makers through understanding.

# The California State Department of Education

HONORABLE WM. JOHN COOPER

*State Superintendent of Public Instruction, Sacramento*

THE state department of education is an historical accumulation. The office of superintendent of public instruction was established by the first Constitution in 1850 primarily for the purpose of promoting the establishment of public schools.

The first state board of education was established by the legislature in 1852 primarily for the handling of school lands. It consisted of the Governor, the Superintendent of Public Instruction and the Surveyor General. This board as a matter of fact did practically nothing and during the period in which John Swett was attempting to raise the standard of teaching, the Legislature was persuaded to change the board to a professional one.

From then until 1913, the board was changed by the Legislature many times and consisted of varying numbers of members. During all this period, however, two things were always true: (1) The Governor was one member of an ex-officio board and his only interest on the board was his vote; (2) all members except the Governor were professional school people, teachers, county superintendents, the superintendent of public instruction, presidents of normal schools, the president and professor of education in the University.

In 1913, under the leadership of Governor Johnson, the Constitution was amended to provide for a new board to consist of seven members holding for four-year terms, none of whom could be actively engaged in school work and who had provided for them by legislative act three executives (a commissioner of elementary schools, a commissioner of secondary schools and a commissioner of vocational education). Later a supervisor of physical education was also added.

Certain aspects of this new situation should be noted. (1) The older functions of the board were unchanged, therefore a lay board now exercised professional functions, i. e., certification of teachers and adoption of textbooks.

(2) New functions of great importance were given to this lay board, for instance, the election of its commissioners without consulting the superintendent. At a later date the board was given power to govern the teacher-training institutions and the right of confirming the appointees of the state director of education.

(3) The length of term (four years) made it possible for any governor who decided to make the board a mere adjunct of his own office and through the board's executives actually to control education apart from the office of the superintendent of public instruction. Thus was set up a dual control of the school system of the state which on several instances led to confusion and inability of the state department to function properly. In attempting a solution the following suggestions were made:

1 Concentrate the power in the hands of a state board of education to be elected by the people. Such an election could be provided without amending the Constitution, but would leave the board with four-year terms and would leave it with the professional function of adopting textbooks, thereby tempting commercial companies to participate in electing members favorable to their wares.

2 To strip the board of all its powers, constitutional rights, turning its executives and functions so far as possible over to the superintendent of public instruction. This seems a dangerous concentration of power in one man to be effectively or ineffectively used depending upon the character and training of the person elected to the office, the salary of which is probably not sufficient to attract the best trained persons. It has not worked very well in the past in California and has worked very poorly in some states in the Union.

3 Abolishing the office of the superintendent of public instruction and concentrating all power in the hands of the state board of education. This would require a constitutional amendment and would possibly bring about disastrous results so long as the state board of education could be made a part of a governor's political organization.

Constitutional Amendment No. 26 represents an effort to provide a workable scheme without the objections inherent in the above schemes. In the first place, a board of ten members is provided whose terms will have to be, after the first board, ten years in length. This will normally give a governor the appointment of a minority of the members, thereby removing the inducement to appoint his political adherents only. A further check is provided by requiring confirmation by the Senate.

In view of the fact that the first board will consist of appointees of a single governor, the office of superintendent of public instruction is not at once abolished. If the Legislature is satisfied with the board appointed, it is given the power to transfer to the Director of Education all the powers, duties and responsibilities of the office of the superintendent of public instruction and to suspend that office.

The Legislature is left free to define the qualifications and method of selection of the Director of Education.

The arbitrary power of the state board of education to select textbooks is limited by a proviso that the selection shall be made under such regulations as the legislature may prescribe. This seems necessary in view of the fact that a lay board still retains a professional function.

\* \* \*

## A Plea for Individualized Teaching

HONORABLE WILL C. WOOD

*California State Superintendent of Banks, San Francisco*



ROMAN philosopher, twenty centuries ago, declared in effect if not in words that nature is greater than nature. What a child is born with, determines to a very large extent what that child shall become. However hard we may try, we cannot, by any means known to man, put into a child qualities with which he was not born. If, for example, he was not endowed by nature with academic intelligence, all the training we may attempt to give him cannot make him a scholar or a professional man.

Elaborate academic training for such a youth is worse than wasted because our very insistence upon his becoming what nature never intended he should become tends to shut him out from success in other fields for which he may have real talent. If you put a Cadillac polish on a cut-down flivver, you don't change the nature of the flivver. You have merely emphasized the short-comings of the flivver and rendered it less useful for the honorable work for which it was intended.

### Develop Native Talents

In the light of the limitations which nature has put upon individuals, we should regard education, not as a means for making all individuals more nearly alike, but as a means for developing inborn talents and making possible their employment for the benefit of all. Instead of treating diversity of talents among individuals as a human liability, instead of regarding lack of interest in academic courses as evidence of "original sin," instead of setting ourselves the painful task of trying to make individuals over to fit a standardized mould, we

should frankly recognize that the Almighty was supernally wise when he decreed an infinite variety of human talents. We should accordingly look upon diversity of talents among human beings as an asset and set ourselves the task of developing and refining these talents to the end that their several possessors may get the most out of life for themselves and at the same time render to others their best and fullest service.

PERHAPS I can make what I have in mind clearer by resorting to analogy. The alchemists of the Middle Ages lost themselves for centuries in the task of trying to find an "alcahest" or means to transmute baser metals into gold. The gaudy metal was the most precious and if a way could be found to convert the humbler metals into gold, it was assumed that all men might be made rich and the millennium immediately realized. As a result of this restricted search for an alcahest, the art of alchemy failed to make any real progress and in time fell into disrepute as a magic art.

### Work With Nature

It was not until scientists resolved to take nature as they found it, gave up the possibility of finding an agent for transmuting metals into gold and sought to find out the nature of each metal and how it might be made to serve man according to its intrinsic properties, that chemistry came into its own. As a result of this change of attitude, this new resolve to work with nature rather than in opposition, we are now enjoying the use of the baser metals in thousands of modern inventions.

Man is far richer today than he would have been if the alcahest or "philosopher's stone" had actually been found and used to turn base metals into gold. Man has been enriched throughout the ages, not by flying in the face

Ed. Note—These are excerpts from Mr. Woods' address, delivered at the Coronado meeting of California school superintendents.



of nature, but by accepting nature as good and beneficent and studying how nature may be made to serve his purposes. Man learned a tremendous lesson when he discovered that nature can be made to serve most generously only when it is whole-heartedly recognized and accepted at face value.

#### Avoid Standardization

Viewing education in perspective and in the light of my observations outside the field of school work, I have come to believe that we are laboring under handicaps somewhat similar to those of the alchemists. It seems to me that the American people have conceived of success altogether too narrowly and that our schools have been forced to "follow suit." Instead of regarding success as the achievement of the fullest development and use of talents born in the individual, we measure success according to general standards.

We are endeavoring to make all too many individuals conform to a type that can meet those general standards, just as the alchemists tried to transmute all baser metals into gold. It can't be done, and we would defeat the very end we have in mind if we were able to do it. Had the alchemists been able to convert brass and lead into gold, the latter metal would have ceased to be precious.

If we were able to make all individuals conform to a general standard of success, we should have so many people doing the same things that all human-kind would starve to death. The hope of the world lies **not in standardization of people, but in individualization**; not in working for sameness, but in working for diversity of service.

#### Meet Individual Needs

The modern school system does not, I believe, make adequate provision for individual needs. Neither is its program based sufficiently on the diversity of individual talents. We have been obliged to think of children, not as individuals, but as members of a great mass. In consequence, we have had to resort to standardization of educational means. Pressure of numbers has forced the schools to train children in classes, to put them through standardized courses of study, to hold them to certain intangible and unsatisfactory standards of achievement. Because we haven't the time and facilities to fit the intellectual garment to the student, we hand him a uniform, never asking whether he is mentally fat or lean, long or short. The result has been the exhibition of many misfits.

Perhaps the individual will always be, in some

measure, a victim of mass education. I do not see how we shall ever be able to fully individualize the training of pupils. However, I am convinced we can do more than we are doing to individualize instruction and I am equally certain that it should be done.

In this period of mass production, we should distinguish clearly between a factory and a school. The factory which handles inanimate and insensate materials may standardize its processes without endangering the quality of the product, but the school which handles human beings of different types and talents cannot be standardized very far without endangering the product.

#### Reorganize Higher Education

The criticism I am offering and for which I accept my full share of responsibility is not leveled so much at the elementary school as at the high school and the college. The elementary school deals with the tools of knowledge with which all individuals should be familiar. We can't vary the elementary school program very much.

**I**N the high school and college, however, we find a different situation. In these institutions the individual may well be given greater latitude to develop his special talents. However, we find a growing tendency to restrict and limit choices of studies and activities in the secondary and higher institutions, most of these restrictions being designed to check the development of a tendency toward early specialization.

I do not question the desirability of requiring all students to take certain subjects, but all such prescriptions should be predicated upon proved needs rather than upon tradition or the desire of faculty members to swell their enrollment. I do not suggest a return to the unrestricted elective system, but I am calling attention to the tendency to add to the list of prescribed subjects in the high school and college, which has the effect of extending general training beyond the age of twenty-one, with consequent restriction on the freedom of young people to follow where their talents lead them.

#### Starving Salesmen

I have found in the field of salesmanship, especially insurance and investment salesmanship during the last eight months, altogether too many young men eking out only a bare existence, men who might have qualified advantageously for some other line of work in keeping with their talents, to indorse the plan of carrying general training according to a set pattern as far as we are now carrying it. **The**



elective system had its faults, but the reaction against election of studies has been carried too far. It is my judgment that the whole range of prescriptions in secondary school and college should be brought under a searching inquiry by the institutions concerned, to determine which are worth while and which may be abandoned without loss to the students.

**I**N working out our plans for education, we should work with nature, not contrary to nature. The nurture we give the pupil must be determined in the light of what nature has endowed him with. The individual must fight his own battle with his own weapons and in his own armor.

#### Emulate David

We are sending out too many young people of the type of Patroclus, wearing armor which

is not theirs and which doesn't fit them; we are sending out too few Davids, whose strength lay in his decision to reject the armor of another and to fight as a shepherd boy according to his nature. Standardization of education means that many young people who might be victorious if they were to fight with their own weapons will follow Patroclus to defeat.

Individualization of education means that the soul of men will be given opportunity to assert itself and come into its own. It means that we shall not be lacking in Davids, undaunted and unafraid, strong in their own natures, worthy to cope with problems that cause the standardized man to stand dumb with terror, even as Saul and his host stood dumb in the valley of Elah, forty centuries ago.

The world needs more Davids, and Davids are not made by factory methods.

\* \* \*

## Planning Schoolhouses In California

ANDREW P. HILL, JR.

*Chief, California State Division of School House Planning, Sacramento*

**W**HEN the last legislature passed the School House Planning Act, creating a department to check plans in all areas outside of the larger cities, their purpose was to create an agency which would eliminate unnecessary waste in school buildings, see that the plans expressed educational ideals, and the building, culture and refinement.

The department was left free to set up its own rules and regulations. To guarantee the maximum of assistance, it has adopted the following basic program:

#### The Control of Planning

Our policy is to deal with fundamental principles affecting the child's health, the administration and supervision of the building, the fitness of the plant to function educationally, its circulation and safety, and its cultural atmosphere. Our progress in educational planning to date has consisted of gathering up good ideas from the place they originated, and introducing them to the profession.

Every architect and educator about the country has been largely free to work out his particular problems. This has allowed for original thinking, with an accompanying flood of new ideas, from the various communities in which they originate. To preserve this dynamic approach, our department enunciates principles

only, and publishes plans **only** to illustrate one or more methods of enunciating various principles.

#### Where the Old System Failed

Under the old system these principles were too often lacking. Sometimes an architect who was none too thorough, efficient or reliable, would cut his price to a board administering a small rural school. The board may have been uninterested, or not willing to consult the teachers, or dominated by a lay chairman who **thought** he knew something about education.

Even when the teachers were consulted they sometimes did more harm than good because they "rode a hobby," overstressed some principles to the detriment of others, were inexperienced and had little to offer, or could not think successfully in planning terms. The result, too often, was money mis-spent on a building that could not be a successful school.

At the present time the division is trying to eliminate the numerous mistakes formerly made by:

1. Advising with the board before the site is purchased or the bonds voted.
2. By consulting with the architect, board and county superintendent while the plans are being developed.

This allows us to assure a site adequate for

play area, future growth, and properly located buildings. As the building progresses and the numerous problems, both fundamental and minor, present themselves, the division consults with the agencies concerned, suggesting arrangement, materials and ideas collected from other communities, which may be useful or adaptable to the particular problem under discussion.

Thus, both the architect and educator is brought into contact with ideas to which, under former conditions, he might never have been exposed. The experience of the architect is, in effect, magnified many times. The conception of the educator is broadened so that he becomes a man of larger vision, with a keener insight into his school planning problems. We believe this is bound to result in better buildings.

#### Mistakes in Fundamentals

It is interesting to note that the most usual mistakes in plans coming into the office are in the fundamentals. The plans are sure to be fairly adequate in hose reels, drinking fountains, blackboards, etc., but almost sure to fail in certain essentials such as the position on the site, exposure of rooms, preservation of the administration unit, division by sexes, location and arrangement of toilets, use of the buildings as a community center, inadequate, unsafe or improperly placed stairs, poor circulation, etc.

When the fundamentals are preserved, school planning becomes more complicated, and deserving of untiring thought and skill. Some of the problems arising are so difficult, often, as to make architects feel a satisfactory solution is not possible. Right here is where our illustrative material comes in, and many times to the surprise of all concerned we find several successful ways out of our dilemma.

#### New C. T. A. Research Worker

William G. Carr who was professor of education at Pacific University, Forest Grove, Oregon, for the past year has been appointed in charge of the department of research of the California Teachers' Association. He is candidate for doctorate at Stanford University. Mr. Carr is a graduate of the University of Southern California in the English department and secured his Master's Degree in the Department of Education at Stanford. He has had experience in the schools of Glendale, Los Angeles and Palo Alto and comes to his Association work with a practical knowledge of the educational field and a thorough grounding in research.

#### Co-operation is Imperative

The success of our departments' work depends on co-operation from two sources—architects and educators. So far the attitude of architects has been most co-operative. Our profession, on the whole, has worked in sympathy with us, excepting a tendency to be willing to go ahead **before** a thorough and careful study of educational needs has been made.

\* \* \*

#### Christmas Time

HENRY E. SWENSEN

*Roosevelt High School, Los Angeles*

**T**IS Christmas time, the time of cheer,  
When hearts beat warm,  
And love draws near  
The ones we prize and hold so dear.

Now One there was gave all to all,  
Let each give of his gifts;  
Let hearts o'er flow and friendships glow,  
And this the time that rings with cheer  
Shall echo through a glad New Year.



WALTER R. CRANE

Principal of the Metropolitan High School, Los Angeles, and member C. T. A. Board of Directors, is taking a prominent part in the forthcoming annual convention of the American Vocational Association in Los Angeles

## Elementary School Principals of California

FOR several years there has been agitation for a state organization of elementary school principals, working along similar lines to that of the high school principals association. Last May in Fresno a representative group of elementary principals met to discuss plans for an organization. A proposed constitution was submitted by **A. J. Hamilton** (principal of the University Elementary School, Berkeley) and, after full discussion, was adopted. **O. D. Enfield**, of Los Angeles, acted as temporary chairman; **Bernice Baxter**, of Oakland, is acting secretary.

A copy of the proposed constitution was mailed last spring to every elementary principal. The **State Council of Elementary Principals** will hold its first meeting during the pre-Easter week of 1928. It is requisite that each electoral district of the new association elect its representatives during its regular institute session. The constitution is as follows:

### Constitution of the California Elementary Principals Association

#### Article I—Name and Purpose

Section 1. The name of this Association shall be the California Elementary Principals Association.

Section 2. Its purposes shall be to promote the advancement of elementary education throughout the state of California by

(a) Furthering legislation for the best interests of elementary schools.

(b) Promoting higher standards of training for elementary principals.

(c) Encouraging research work in Elementary Education.

(d) Publishing a Year Book composed of the best research contributions sponsored by the Association.

(e) Cooperating with other organizations interested in elementary education.

#### Article II—Membership

Section 1. There shall be two classes of membership, namely, active and associate.

Section 2. Any elementary school Principal holding an Administrative Credential, Vice-Principal of an elementary school when legally appointed by the School Trustees or City Boards of Education, Supervising Principal of an Elementary School of five (5) or more teachers, District Superintendent or Assistant Superintendent, having jurisdiction over only elementary schools is eligible to active membership in this Association.

Section 3. Any person interested in the promotion of elementary education is eligible to associate membership in this association. Such associate members may attend all meetings, and may participate in discussions but shall not have power to vote or hold office.

#### Article III—Governing Body and Basis of Representation

Section 1. The governing body of this Association shall consist of a representative Council, to be known as the Council of the California Elementary Principals Association.

Section 2. For purposes of representation the membership of the California Elementary Principals Association shall be divided into electoral districts which shall coincide geographically with the sections of the California Teachers' Association.

Section 3. The members of each electoral district shall during the institute session elect their repre-

sentatives to the Council of the California Elementary Principals Association in accordance with the procedure set forth in their local constitutions, provided such procedure in no way conflicts with any provision in this Constitution.

Section 4. Each geographical section as herein provided shall be entitled to elect representatives to the Council of the California Elementary Principals Association on the basis of one representative for each one hundred (100) active members or major fraction thereof; provided, however, that each section shall be entitled to one representative.

Section 5. The President, Vice President, Secretary, and the Treasurer of each electoral division as herein provided shall be ex-officio members of the Council.

#### Article IV—Functions of the Council

Section 1. The Council shall meet during the pre-Easter week; providing that the President with the consent of a majority of the members of the Council may change the time of this meeting. Additional meetings may be called by the President. The President must call a meeting when petitioned to do so by fifteen (15) members of the Council.

Section 2. The first meeting under this constitution shall be held in Fresno; and at each meeting of the Council thereafter its members shall by majority vote determine the place for holding the next meeting, or delegate to the officers the power to name such meeting place.

Section 3. The Council shall consider all problems that may be presented to it in writing previous to the session in which the Council is sitting; and any other problems presented that the President may deem relevant. The actions of the Council shall be reported to each active member of the California Elementary Principals Association through a monthly bulletin, Year Book, or the Sierra Educational News.

Section 4. At the first meeting of the Council of the California Elementary Principals Association it shall take the necessary steps to effect affiliation with the California Teachers' Association in accordance with the provisions set forth in the "Rules Governing Affiliation of State-Wide Groups," of the Educational Council of the California Teachers' Association adopted December, 1926.

Section 5. The basis for representation on the Educational Council of the California Teachers' Association shall be one for each three-hundred (300) members of the California Elementary Prin-

cipals Association who are members of the California Teachers' Association.

Section 6. Annually at the first meeting in the calendar year the Council shall elect representatives to the Council of Education of the California Teachers' Association. One half of the representatives elected at the first election held under this Constitution shall serve for a term of one year, and one half for a term of two years. Thereafter election shall be for a term of two years.

Section 7. The President or his appointee shall be the representative to the February meeting of the Elementary Principals' Department of the National Educational Association, and the Council shall vote sufficient funds to defray the traveling and hotel expenses of such representative to this meeting.

Section 8. The Council shall not at any time have power to incur an indebtedness in excess of the amount of money in the treasury of this Association.

#### Article V—Officers

Section 1. The officers of this Association shall be President, Vice President, Secretary-Editor, and Treasurer, and shall be elected by the Council from among its members. Election shall be by ballot.

Section 2. All officers shall take office January 1st after election, and shall hold office for one year or until their successors shall have been chosen; except that the first group of officers of the Council elected by the Council shall take office immediately after election and hold office until one year from the 1st of January following the election or until their successors shall have been chosen.

#### Article VI—Dues

Section 1. The annual dues of this Association shall be one dollar per year for Active Members and fifty cents (50) per year for Associate Members.

Section 2. The annual dues of the Association shall be collected by the Section Organizations and forwarded to the Treasurer of the California Elementary Principals Association.

#### Article VII—Duties

Section 1. The President of the Association shall preside over all meetings of the Council and of the Association. He shall perform all other duties which ordinarily pertain to his office.

Section 2. The Secretary-Editor shall keep all minutes of the Association, and shall perform also the duties necessary to editing, having printed, and distributed, the monthly bulletins and Year Book of the Association. He shall perform all other duties which ordinarily pertain to his office.

Section 3. All other officers shall perform such duties as usually pertain to their offices respectively.

#### Article VIII—Vacancies

Section 1. Vacancies occurring in this Association shall be filled by the President and such appointees shall hold office until the next election.

Section 2. In case of a vacancy in the office of President, the Vice President shall succeed to the office for the remainder of the unexpired term.

#### Article IX—Parliamentary Procedure

Section 1. On all matters of procedure not otherwise covered by the provisions of this Constitution, Robert's Rules of Order shall be the official guide.

#### Article X—Amendments

Section 1. This Constitution may be amended by a majority vote of all the members of the Council of the Association. Any proposed amendment must be submitted to the Council by petition two months previous to the date upon which final action is taken, and the said petition must be signed by at least five (5) members of the Association from each electoral section. The signers of said petition must not at the time of signing be members of the Council of this Organization.

#### Article XI

Section 1. This constitution shall become effective when adopted by a majority of the electoral district organizations (as defined in Article III, Section 2 of this Constitution) of Elementary Principals.

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## C. T. A. Northern Section Convention

**F**OURTH Biennial Convention, Northern Section California Teachers' Association, met in Sacramento October 18 to 21, inclusive. President Mrs. Elizabeth Hughes presided at the general sessions Wednesday and Thursday and Vice-President R. R. Hartzell had charge of the Friday session. The participating counties held their institutes Tuesday and all of the section meetings were on Wednesday and Thursday afternoons.

The reception and dance given by the citizens of Sacramento Tuesday night was held at the beautiful Memorial Auditorium. Mrs. Hughes and State Superintendent William John Cooper led the grand march. The big floor was crowded throughout the evening and all of the teachers present had a most enjoyable time.

Wednesday at 8:15 p. m. at the Auditorium the winners in the Northern California Spring Festival, May, 1927, participated in the program. One of these organizations, the Princeton Union High School Band, of fifty pieces, took first place for class B bands at the National Contest, Council Bluffs, Iowa, June, 1927. Following are the schools that gave the concert, which was of great excellence:

Princeton Union High School Band, Marysville High School Orchestra, Chico High School Girls' Glee Club, Sacramento Junior College Men's Glee Club.

Thursday night three one-act plays were given by the Chico, Grass Valley and Sacramento High Schools, the music being furnished by the Sacramento Junior College Orchestra.



Those who took part in the various performances were particularly well skilled in the art of acting and the plays were well directed.

The cities and counties participating were: Sacramento City, Charles C. Hughes, Superintendent; Chico, Charles H. Camper, Superintendent; Amador County, Mrs. Sabra R. Greenhalgh, Superintendent; Butte County, J. Partridge, Superintendent; Calaveras County, Charles Schwoerer, Superintendent; Colusa County, Miss Perle Sanderson, Superintendent; El Dorado County, E. J. Fitzgerald, Superintendent; Glenn County, Edgar P. Mapes, Superintendent; Lassen County, Mrs. Jessie P. Madison, Superintendent; Nevada County, Mrs. Ella M. Austin, Superintendent; Placer County, Portia F. Moss, Superintendent; Plumas County, Miss Vivian L. Long, Superintendent; Sacramento County, Robert E. Golway, Superintendent; Shasta County, Bertha E. Merrill, Superintendent; Solano County, Dan H. White, Superintendent; Sutter County, Mrs. Minnie M. Gray, Superintendent; Yolo County, Mrs. Rowena Norton, Superintendent; Yuba County, Mrs. Agnes W. Meade, Superintendent.

At the opening session Mrs. Hughes introduced Honorable A. E. Goddard, the mayor of Sacramento, who welcomed the teachers to the "heart of California." Mr. George Berry, principal of the High School at Biggs, responded in a most interesting manner. Honorable C. C. Young, Governor of California, repledged his allegiance to the work of education in California; told of his experiences as a teacher, and indicated his ideas as to the successful performance of a teacher's work. Honorable William John Cooper then presented the program of the State Department of Education. Dr. L. G. Coffman, president of the University of Minnesota, talked on traditions and reform in education.

ON Thursday morning Honorable Will C. Wood, Superintendent of Banks, State of California; Dr. Coffman, President of the University of Minnesota; Dr. Frederick P. Woellner, Associate Professor of Education, University of California, Los Angeles; and Roy W. Cloud, Executive Secretary, State Teachers' Association, were the speakers.

On Friday morning Miss Helen Heffernan, Chief, Division of Rural Education, State of California; Dr. Frederick P. Woellner, and Dr. L. D. Coffman, delivered addresses.

The Section speakers were: Dr. Clarence R. Stone, of Stanford University; Dr. James M. Glass, junior high school consultant, State of Florida; Miss Yetta Schoninger, professor of education, San Jose Teachers College; Winifred Van Hagen, state supervisor of Girls' Physical Education; Mrs. Mabel Farrington Gifford, chief of Bureau of Speech Correction; Rufus B. von KleinSmid, president, University of Southern California; E. A. Powers, head of English Department and dean of Chico Junior College; F. L. Griffin, College of Agriculture, Davis; Julian A. McPhee, state supervisor of Agricultural

Instruction; L. B. Davy, Bakersfield High School; Ralph S. Minor, University of California; Nicholas Ricciardi, chief, Division of Secondary Schools; Anthony F. Blanks, Stanford University; E. J. Stirneman, Davis; M. Lucien Lebaudt, Paris and San Francisco; Ruby L. Cunningham, University of Southern California; N. P. Nielson, chief, Division of Health and Physical Education, State of California; Herbert R. Stolz, chief, Division of Child Study and Parent Education; Edna W. Bailey, University of California; Katherine Haller, Davis



R. W. EVERETT

Teacher Sacramento High School  
President, Northern Section, C. T. A.

Public Schools; Marie Ferguson, Sacramento Schools; Elizabeth Smith, Grass Valley; Anna Kyle, Solano County; Ruth Phillips, Sacramento; Blanche O'Neil, Oakland; George C. Jensen, principal, Sacramento High School; Sam Chaney, manager, Placement Bureau, California Teachers' Association; Esther Marks, Chico; Mrs. Roma Winter, Sacramento; Victorine Hartley, Berkeley; Ernest Owen, Tamalpais High School; Mrs. C. G. Stever, Sacramento; F. D. Silver, Marysville; Ray H. McIntire, Williams; and A. G. Rinn, regional supervisor of Vocational Agriculture.

The subject-matter of the various sections was of much value and the musical numbers presented were of a high order. In speaking of the Northern Association meeting, too much praise cannot be accorded those who prepared the musical numbers. All of the vocal and instrumental selections were wonderfully well rendered and reflected great credit upon the institutions represented.



The officers elected were: **President**, R. W. Everett, Sacramento; **Vice-President**, C. K. Price, Orland; **Secretary**, Mrs. Minnie M. Gray, Yuba City; **Treasurer**, J. D. Sweeney, Red Bluff. **Executive Committee**: E. A. Powers, Chico Teachers College; Lauretta M. Ferguson, vice-principal of Sacramento High School; Curtis E. Warren, principal Marysville High School; C. E. Coupe, Broderick Elementary School; E. H. Paden, Vacaville Elementary School principal; and S. P. Robbins, Chico Elementary School principal. **Members of State Council**: Mrs. Elizabeth Hughes, Oroville; C. C. Hughes, Sacramento; Robert E. Golway, Sacramento; Ed I. Cook, Sacramento; Julia M. Donovan, Sacramento; Ethel I. Baker, Fruit Ridge.

**F**OLLOWING is a copy of the resolutions as presented by the Committee and adopted by the Association:

1. We wish to congratulate our president, **Mrs. Elizabeth Hughes**, for the excellent and inspiring institute which she has furnished, and for the admirable way in which she has handled the meeting. We especially commend her judgment in providing the large number of section meetings which supply the different interests and opportunity of expression.

2. We desire to express our appreciation of the favorable attitude shown by our governor, **C. C. Young**, and the members of the State Legislature toward legislation sponsored by the educational organizations of the State.

3. We congratulate the teachers and the schools of California, for their good fortune in having a man of such standing in the educational field as  
(Continued on Page 609)

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## California Teachers' Association, Southern Section

1927 Annual Meeting, General Theme: "Education for Citizenship,"

Los Angeles, December 21, 22, and 23, 1927

**W**EDNESDAY, December 21, 7:45 p. m.; Opening Session; Address: "School Experiences Which Make for Citizenship." **Mrs. Susan M. Dorsey**, Superintendent of Schools, Los Angeles.

**THURSDAY**, December 22, 9:20 a. m.; 1. General Session; Theme, "Character Education"; Address: "Is the New Emphasis a Moral Education?" **E. H. Lindley**, Chancellor, University of Kansas; Address: "Spiritual Vision Essential to an Enduring Civilization," **Paul F. Cadman**, associate dean of men, University of California.

2. General Session; Theme, "The Challenge of Childhood." Address: "The Child's Right to be Understood," **Joy Elmer Morgan**, editor, National Education Association Journal, Washington, D. C. Address: "The Job of Being Young Today," **F. J. Kelley**, dean of administration, University of Minnesota.

3. General Session, Theme, "International Relations." Address: "How Can America Aid Most Effectively the Evolution Toward a Stable, Peaceful World?" **Paul Harvey**. Address: "The Eighth Educational Objective, or the Quest of a New World," **Augustus O. Thomas**, President, World Federation of Education Associations, state commissioner of education, Augusta, Maine.

4. General Session, Theme, "The Teaching Profession." Address: "Is Teaching a Profession?" **William John Cooper**, state superintendent

of public instruction, Sacramento. Address: "Our Profession and What We Should Make of It," **H. L. Smith**, dean of education, University of Indiana.

5. General Session, Theme, "Educational Objectives." Address: "The Brightest and Dullest Ten Per Cents of Our Schools; Some Proposals for Differentiations of Objectives," **David S. Snedden**, Teachers' College, Columbia University. Address: "Social Psychology and Education," **Charles H. Judd**, director of school of education, University of Chicago.

**FRIDAY**, December 23, 9:30 a. m. 1. General Session, Theme, "Enlarged Responsibilities." Address: "The Results of Expansion on American Education," **Charles H. Judd**. Address: "Professional Roughage," **A. E. Winship**, editor, Journal of Education, Boston.

2. General Session, Theme, "Our Problems of Leadership." Address: "Leadership," **Will C. Wood**, superintendent of banks, San Francisco. Address: "The Next Step in the International Program," **Paul Harvey**.

3. General Session, Theme, "Educational Theories." Address: "Popular Illusions," **Augustus O. Thomas**. Address: "Some Humorous Aspects of Present Day Educational Theories," **Dr. David S. Snedden**.

**FRIDAY**, December 23, 1:30 p. m. General Session, Theme, "Educational Adjustments." Address: "Education and Adjustment," **Augustus O. Thomas**.

# Scientific Humanism and Home Making

GLADYS WILSON

*Teacher of Home Economics, Maxwell Union High School, Maxwell, California*



SCIENTIFIC Humanism is a subject which some regard in the light of "fools rush in where angels fear to tread." As a result of close observation and study of various groups of students of home economics, their family relations and home environments, some interesting facts have accumulated. Do our home economics teaching staffs realize that **emulation**, produced by personal contact, is one of the great factors in character building? Is it recognized that the most beautiful thing in the world is buoyancy, enthusiasm, life, self-expression?

A teacher of household economics, after her class was dismissed, stopped to explain to one student the meaning of "sympathetic understanding." It could be loyalty, affection, or courtesy, and so on. A second girl joined the first,—then several more, until all of the dismissed class surrounded the teacher. Wonders of wonders, a number of them stayed, as though set in concrete, for an hour, while the enthusiast for improved home life described, with animation, the way to build family morale. Her eyes glowed, her ardor was infectious, her knowledge was profound, her skill marvelous.

All those girls went home inoculated with something that they never had before,—a taste for concepts of life, a desire to pursue a scientific study into the possible cultural home. That is what could be termed the instilling of idealism in the teaching of home economics.

## Possible Meaning of the Subject

The term of "Scientific Humanism" does not imply the impractical, or sentimental; neither does it mean evangelistic talk, or emotionalized sermonizing. A person may be in the highest degree idealistic, but always sane, scholarly, and always controlled by common sense, logic, and reason. But also, there is the power to create educational enthusiasm; to inspire and draw out that indefinable something which tends to arouse ambition; to stimulate the desire for creative thinking and ability which will develop the latent energies, and satisfy the ignited emotion to attain a higher and better station in life.

There is an innate intellectual drive in youth which the educator endeavors to release. This process of release involves, for want of a better



Dressmaking and millinery are now well-established in the school curriculum as fine arts

term, Scientific Humanism. Men and women we meet daily disclose to us, that certain teachers now in the shadow of retirement, waiting for their sunset time, have released something in lives of these, their former pupils. By some animating word or act, these teachers have given courage, stimulated effort, and revealed a subtle intuition of dormant ideals.

**I**T IS ALMOST universal for men and women who are active and useful, to give credit for their right start to the teacher who had the gift of inspiration. The successful teacher is asked,—"What was the secret of your dominance?"—"What did you do to me?"—"How did you transfer to me some of your mogul-engine movements of power?" They seek the hydraulic persistence of these masters of inspirational power. They hunt the secret of this invincible skill in touching the right button, playing on the right string, in transferring some grain of the great storehouse of spiritual radium. They demand the formula of the turns and twists of the tumbler-lock bolts and the inter-related, complicated human mechanism of youth. A good personality (meaning here, expression of person—something winning, effective, powerful, and perhaps commanding) either had been endowed or cultivated. These teachers knew the secret of making the human "connection," of putting the youthful machine "in gear," of drawing down the educational lightning for the electrification of lumps of clay. We all long to know the tools they used, the brain and heart technique of their well-bred, noiseless movements to build something worth while.

They did the work, these masters of men. Did we feel a thrill? Was there a click as of a secret door panel? Was there a brain signal warning us of the departure of unassuredness, and leaving in its place a glorious hope, and determination? As a sovereign wields a gleaming sword, not as a scarring weapon, but conferring knighthood, a charm, a wonderful impulse, an irresistible combination of force and exaltation.

#### Analysis of the Situation

As teachers of home economics, our responsibility is to turn out young women graduates who have the qualities of successful home-makers. They must be capable, alert women with outstanding characteristics of physical, intellectual and moral attributes, and who have a strong realization of their duty to serve humanity, whether spent in dealing with their own children, or in public service.

One should insist upon ridding the teaching

system of rubbish, lost motion, red tape, and autocratic methods, and exert one's influence to introduce simple, direct methods in teaching **the big useful things of life**, as red-blooded, full grown humans, who dare to live abundantly and who love little children. It is difficult to develop high ideals in pupils because of two outstanding fallacies:

In the first place, many people think that because ideals are "intangible" they can not be given a content as definite as that of history or literature. But such is not the case. Honesty can be defined in terms of situations more specific than history. Intangible elements will always be found in the field of personality, but upon investigation, every field has its intangible core.

#### Systematize Ideals

The second fallacy is the assumption that because ideals are to be taught incidentally, they need not be systematized. The "incidental" method of teaching ideals may be useful but, under any system, each teacher ought to know with considerable definiteness the positions of the trait curriculum that she is particularly expected to teach. Moral education is more than education for life, it is **education by means of life**. The process of fixation works against emotionalized life. Not honesty attained, but the seeking of honesty; not beauty attained, but the creating of beauty.

Teachers are constantly confronted with the problems of how to make untidy children want to be neat, dishonest children willing to be honest, and lazy children anxious to be industrious. The job of the home economics teacher is to plan the device. This implies the learning process of attention, curiosity, interest, and desire.

#### Suggestions for a Tentative Program

1. Choose for each community those items that are of most importance for life to the people of the community.
2. Awaken in the child a consciousness that he is, and that he has a mind and body.
3. Create the desire, and then set the situations so the pupil will be carrying out the plan.
4. Develop a plan of action. For example: Ask thought questions at a given period for a series of days, which will tend to create mental gymnastics on the development of trait qualities. Such subjects as Self-reliance, Dependability, Beauty, and other like phases.
5. Require practice, and praise effort.
6. Generalize ideals, and teach how to intelligently apply it in a practical sense.

**E**MPHASIZE the fact that personal reaction may be changed by the changing of thought. One of the greatest things a person can do is to change his Thinking, so as to change his Feel-

ing, so as to change his Habit, so as to change his life. **Fear and worry are the most damaging factors in life.** As the little nervous lady expressed, "I have had a great deal of trouble in this world, most of which has never happened." Suggest self-analysis of disposition and temperament.

### Mis-spent Energy

Depict in an obvious way the personal loss from the practice of anger, hatred, jealousy, and similar inclinations. While on the other hand, make known the values and joys both mentally and physically, derived from cultivating honor, cheerfulness, and a wholesome attitude towards life in general. Health is influenced by the state of mind. It is not a question of place, but of mind. Every individual has a world of his own. It is only a matter of viewpoint.

For a simple illustration: Teach the child **that the universe is friendly to those who really radiate friendliness.** The bees buzz for him. The frogs jump for him. The brook gurgles for him. The boughs nod to him. The houses look at him meaningful with their window eyes. The dog talks to him in tail language. And the sun shines to cheer him up a bit. How stale and dreary is the attitude that the sun wants to scorch you, the dog bite you, and the house to imprison you, the boughs to knock off your hat, the brook to drown you, the frog to irritate you, and the bees to sting you.

The home economics laboratories provide splendid places where the girl may assemble information, organize her findings under the guidance of her teacher, and establish standards which she will use not only today, but also tomorrow. When the problems become her own, the facts which the girl treasures become the tools with which she attacks new problems. So the vital education goes on.

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## The Classroom Teacher

FRANCIS J. McCONVILLE

*San Mateo Union High School*

**N**APOLÉON is credited with the saying that every soldier in the armies of the Empire carried a marshal's baton in his knapsack. There was a time when every schoolmaster in California might aspire to sit some day at a principal's desk. Officers in the French army are no longer recruited from the ranks. Principals in the schools of California may in the near future be men with little or no classroom experience.

The parallel may not be exact, but it serves at least to point toward a ruling of the State Board of Education, which may lead to unhappy effects. Secondary certificates were formerly issued "valid to teach or to do supervisory work in the schools of California." Two years ago, as everyone knows, a ruling of the State Board changed all this. Such action undoubtedly raised the standard of the school administrator. It did not improve the standard of the classroom teacher.

One seems to note among the younger men, now coming into the secondary schools from the universities, a preponderance of "Education majors." Now, of course, one who specializes in education must have other major or minor subjects. But surely one need not indicate that a man who has made education his chief study is interested in the classroom only, because there is no vacant office chair.

To most Englishmen it always seems an anomaly that we, the greatest industrial nation of the world, should have no distinctive Labor Party. George Birmingham, the Irish novelist, believed the explanation to lie in the fact that the laborer in America does not look upon his status as permanent. The fact that a man may readily better his economic and social condition speaks eloquently for the working of our economic life. But social unrest increases turnover. Turnover has always been the besetting sin of our industrial life, as it is the besetting sin of our schools.

There are individuals who would prefer to remain teachers. The classroom appeals to them far more than does routine work in a school office. The problem is how to keep them there.

The wording of the present Tenure Bill would seem to indicate that professional development is to be made the basis of tenure. If so, then the maximum salary of the classroom teacher must be considerably increased as it has been in most of our eastern cities.

The differential between the salaries of school executives and classroom teachers in California is out of all proportion. As a result the teacher who at heart loves classroom work passes up the courses at summer school in which his real interests lie, and turns toward courses in Education in which his only interest is, that they may lead to greater emolument!

Our schools need well-trained staff officers; they also need well-trained teachers. Without a highly-trained staff an army is only a mob. On the other hand the battle is not won in an office on a blue-print. It is won on the field by well-officered regiments of the line!





# FROM THE FIELD

## Letters of a Former Superintendent to His Daughter

### MY DEAR LITTLE GIRL:

Well, well, girl, so you are beginning to find out that the last teacher in your school didn't teach the youngsters very much. I am surprised that you didn't find that out six weeks ago. Of course she didn't. But I will wager that she did her duty, and if I am anything of a prognosticator I will be willing to bet a nickel against a bright red apple that next year the girl that takes your place will make the same discovery about you. Don't let that worry you a bit though, dear. Go ahead and do your best and teach the kiddies as much as you can. They will forget much of the things you teach them, but somewhere back in some corner a few of the things will stick and will come out when they are needed.

If you are teaching them good habits, that's the thing that will stick. Facts don't make much difference and if you will listen to me, I think it is mighty lucky that the boys and girls do forget a great many of the things we teach them. Conditions are changing all of the time and we may find out tomorrow that some of the truths of today are not true at all. So just stick to that habit formation idea of yours and smile, smile, smile.

I'll bet that bank book of yours will give you many a smile in the days to come.

A friend of mine gave me this one by Gamaliel Bradford:

"The south wind is driving  
His splendid cloud horses  
Through vast fields of blue.  
The bare woods are singing,  
The brooks in the courses  
Are bubbling and springing.  
And dancing and leaping.  
The violets peeping  
I'm glad to be living;  
Aren't you?"

Affectionately,  
DAD.

### MY DEAR LITTLE GIRL:

So you are beginning to get something into their heads, are you? Well, that's fine. Fix it, though, so the things will come out of their

mouths. A youngster who can stand up on his hind feet and in a clear voice tell you an idea, is a joy forever. I can't think of anything that used to make me so nervous as to have to listen to a mumbled recitation. Your old friend Shakespeare had some trouble with the thing with his players. You remember he admonished them thus:

"Speak the speech I pray thee,  
As I pronounce it to thee;  
Trippingly on the tongue,  
But do not mouth your words,  
Or I'd as leave the town crier  
spake my lines."

Did I say mumbling was my pet peeve? It wasn't. A dirty room was the thing that got me quicker than anything else. I have never visited your school, dear, but one thing I want you to promise me right now is that you will teach your boys and girls to keep the space around their desks neat and clean. Give them their first lessons in housekeeping. Don't depend upon the janitor to keep the place as it should be. A habit of this kind acquired in youth will last a whole lifetime. You notice I always hark back to habits, don't you? Well, good habits are mighty fine and bad ones are terrible and a teacher who doesn't make the pupils keep clean is doing some bad work. But, above everything, girl, teach them to be busy and play the game yourself. Do you remember this one?

"Get into the thick of it—wade in, girl!  
Whatever your cherished goal;  
Brace up your will till your pulses thrill  
And you dare—to your very soul!"

Do something more than make a noise;  
Let your purpose leap into flame,  
As you plunge with a cry,  
'I shall do or die.'  
Then you will be playing the game."

Your loving Dad.



*Editor's Note—The first two letters of this series appeared in the November issue. The series will be continued in succeeding issues.*



### California Botanical Society

**B**EFORE me lies "Nemophila," a tiny leaflet telling of coming doings of the California Botanical Society. As I look over the list of good things offered, I cannot resist the temptation to send word to those of us in the teaching world that here is an organization which still clings to the ideals of the long ago, when naturalists were not all specialists and one could really enjoy communion with the great, without that feeling of littleness which so often comes over us these days.

The announcement of the first field trip takes me back some three years when I hiked along that wondrous road beneath the oaks and laurels that runs through the great fault rift and skirts the lakes that have lodged in this depression.

We were on the way to the dedication of the great laurel, the second largest in California, which was to be preserved as a memorial to the man who has done so much for the flower lovers of the state. On my left was a pharmaceutical botanist intent on pointing out those plants which form the basis of many of our medicinal preparations. We debated long on the poison stored in the "water hemlock," and who it was who might first have discovered its virulence and passed the knowledge to the ancient Greeks. As Dr. Jepson says in his Manual, "the hemlock, which was given to criminals, and sometimes, when the Greeks had a superfluity, to philosophers."

### Delights of the Field Trip

On my right was a college professor, deep in the search for host plants which might serve as havens for rusts and other fungi whose later life might be spent on some cultivated plant. Ahead was an entomologist, looking for that wonderful climber, the "dutchman's pipe," sole support of the swallow-tailed butterfly, *Papilio philenor*, whose range is restricted to that of the host plant.

Long before the trip was over I had that feeling of satisfaction that one gets when he has learned something really new, but without the impression that I was anything else than one of a group of story-tellers, each giving and taking, and all benefiting.

Now that the tang of winter is in the air and the leaves are dropping, we once more resume these trips, each led by some enthusiast, eager to show some treasure or lead us to some hidden glen.

At a recent informal meeting the discussion,

announced as "Successful and Unsuccessful Cultures of Native Plants," gradually, by that wondrous process of conversational evolution, swung around to an informal talk on the rarity of our out-of-print books on Natural Science and the advisability of the science teachers gathering them to the school libraries.

And then there are the formal lectures; and far from the least, the annual dinner when all goodfellows get together.

Can any of us, especially the teachers of Science, afford to miss these opportunities and these associations? If you are not a member, and feel as I do, drop a note of inquiry to the Corresponding Secretary, Botany Building, University Campus, Berkeley.—FRED W. KOCH, *Galileo High School, San Francisco.*



**IRA B. LANDIS**

Assistant superintendent of Schools, Riverside, California, has long been active in the California Teachers' Association, and for the past several years has served as a member of its Board of Directors. Mr. Landis is prominent in civic and educational activities in Southern California.



# EDUCATIONAL LITERATURE



## The Gregg Writer

**G**REGG Writer Credentials are interestingly presented in a 20-page illustrated bulletin, issued from 16 West 47th Street, New York City. It treats of the credentials and club prizes, tests, contests, and other materials and activities of interest to typists and stenographers. The Gregg Publishing Company has its Pacific Coast offices at 1044 Phelan Building, San Francisco, and Mrs. Frances-Effinger Raymond is Pacific Coast Manager.

The company announces Rational Dictation by Dr. Edward J. McNamara, Principal, and Mark I. Markett, Chairman, Department of Stenography, High School of Commerce, New York City. "Rational Dictation" is not a substitute for "Gregg Speed Studies." Best results will be obtained by using the first 140 pages of "Gregg Speed Studies" along with the "Manual," and by correlating the remaining lessons in "Speed Studies" with the letters and articles in "Rational Dictation."

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## American Life Series

**S**IX brightly bound and cleverly illustrated volumes appear from the press of Rand McNally & Company, and are entitled the American Life Series. These stories for boys and girls are written by George Philip Krapp, professor of English in Columbia University, with pencil sketches by Phillip Von Saltza.

The distinctive feature of this series is that it deals with representative phases and aspects of normal American life. The titles and themes are "Kipwillie," a story of city life for boys and girls six years of age and older; "Fanton Farm," a story of country life for boys and girls six years of age and older; "Inland Oceans," a story of the Great Lakes for boys and girls eight years of age and older; "Sixty Years Ago," a story of the Civil War for boys and girls eight years of age and older; "Tongo," a story of the Great Plains for boys and girls eight years of age and older; "Ben Bidwell," a story of Philadelphia and Ohio one hundred years ago for boys and girls ten years of age and older.

The full-page pencil sketches are well tuned to the child mind, as are the pictured covers. The themes are admirably treated, and have real literary flavor.

## A Popular Winston Series

**W**INSTON Clear Type Popular Classics, published by the John C. Winston Company, 149 New Montgomery Street, San Francisco, were begun about two years ago and were made in accordance with the best trend of modern education.

Teachers' colleges recommended a new type of supplementary readers—a reader containing a complete story of unquestioned literary merit, or a reader of short stories with a single theme throughout. The classic, *Heidi*, is typical of the first kind of reader, and *The Man Without a Country*, which also contains other stories on the subject of patriotism, is representative of the second type of suggested book.

This series now contains fifteen titles—the outstanding classics which it is every child's heritage to enjoy. These books, masterpieces of the graphic arts, are offered at a price that makes them easily available to all.

Each title in this series is a beautiful book, different from its companion books, and not suggestive of a dreary textbook. Each book has a re-enforced binding which gives it a long life—much longer than the ordinary book. The covers, in a variety of colors, have inviting designs, each illustrative of some story in its volume. The books are printed in type that is large and restful to the eye.

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## Christmas Stories

**G**INN AND COMPANY are issuing an admirable series of literary masterpieces for school and college use. A recent title is "Christmas Stories," by Charles Dickens, well edited by M. A. L. Lane, and handsomely illustrated with full-page plates by C. E. Brock. The volume contains five of Dicken's Christmas tales and serves to acquaint the young readers with one of the best loved writers in the English language.

The notes, kept to a minimum, provide the essential information necessary to the fullest enjoyment of the story. There are also useful suggestions to the teacher and study helps and questions. Ginn and Company has Pacific Coast offices at 45 Second Street; Selden C. Smith, Manager.

## A Man Unafraid

A NOTABLE contribution to the historical and geographical literature of the west has been made by Herbert Bashford and Harr Wagner, in the publication of the story of John Charles Fremont. The massive volume, beautiful in typography and color illustrations, comprises 400 pages and with an etched frontispiece; price \$5.00. It is published by the Harr Wagner Publishing Company of 149 New Montgomery Street, San Francisco.

Bashford and Wagner have done a superlatively excellent piece of historical literature. The interpretation of Fremont's heroic life and actions are based on original source material. The authors point out that the prejudices of the first settlers have now disappeared. The historians who had personal contact with men and measures of Fremont's time have passed on. The epoch-making journeys of Fremont and his men; the explorations of the western lands; the acquisition of desirable territory, and the foundation of the new states, have received at this time a new interpretation. John Charles Fremont now has a new and unprejudiced biographer.

The American youth also needs the spirit of wholesome adventure which is illustrated in the life of Fremont. Non-fiction adventure should have a place in our schools and libraries. The adventures of "A Man Unafraid" are more fascinating, more inspiring, more illustrative of the superman, than are the heroes of fiction. Fremont's life is one of the rich heritages of the West.

The intensely dramatic quality of Fremont's life is well illustrated by the chapter headings of the fifteen thrilling chapters of this epochal book:

- I. A Son of the Old South.
- II. First Expedition to the Rocky Mountains.
- III. Across the South Pass.
- IV. Fremont Becomes "The Pathfinder."
- V. Across the Sierra Nevada in Midwinter.
- VI. The Third Expedition.
- VII. The Tragedy at Klamath Lake.
- VIII. The Conquest of California.
- IX. Commodore Stockton Takes Supreme Command.
- X. The Court-Martial and the Absurd Verdict.
- XI. The Fourth Expedition and Its Disastrous Termination.
- XII. Fremont Undertakes a Fifth Expedition.
- XIII. Hunger and Hardships.
- XIV. First Presidential Candidate of the Republican Party.
- XV. Territorial Governor of Arizona and Last Days.

"A Man Unafraid" has met with an enthusi-

astic reception from all lovers of the old West. A notable California reviewer has said:

"John C. Fremont, for long one of the most misunderstood and least appreciated figures in the history of the West, at last receives a fair measure of sympathetic justice in the thoughtful book just published, 'A Man Unafraid,' by Herbert Bashford and Harr Wagner.

"Historians hitherto, with the exception of Dellenbaugh, have either misplaced Fremont's importance or misunderstood his accomplishments; and Dellenbaugh did not have at hand the source material necessary to a proper documenting of his brief for The Pathfinder. But now both sympathy and substance are at hand; and the co-authors of 'A Man Unafraid' have made a wise admixture of the two. They have not wholly removed Fremont from controversy.

"He has always been a controversial figure, and probably always will be, because he was one of those men who have the misfortune to be so placed in time that their acts, justified to succeeding generations, were questionable to their own. The Bashford-Wagner book, however, does give to Fremont a more secure position than he has enjoyed until now."

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## Timely Transcribing Training

FRANCES EFFINGER RAYMOND and Elizabeth Starbuck Adams are manager and assistant manager, respectively, of the Pacific Coast and Orient office (San Francisco) of the Gregg Publishing Company. They have recently issued an interesting and valuable 20-page bulletin dealing with specific training in transcription.

Through a series of concise and carefully planned lessons and tests they give a technique of practical training in rapid and accurate transcription. All teachers and students of stenography and typing will find the Raymond-Adams bulletin very useful.

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## The National Speller

NATIONAL PUBLISHING SOCIETY at Mountain Lake Park, Maryland, issues the National Education Text Book Series. Among these is the National Speller, for elementary schools, comprising 128 pages, substantially bound. The author is Dr. J. Freeman Guy, now superintendent of schools, Bellevue, Pennsylvania, and formerly director of research in the Pittsburgh public schools. This speller was recently adopted by the State of West Virginia and 200,000 copies were taken. The Society is now seeking adoption in other states.

### The Lange Book

**W**RITINGS of the great educational philosopher, Alexis Frederic Lange, are herein assembled. The volume comprises 318 pages, with frontispiece portrait of Dr. Lange. Arthur Henry Chamberlain is responsible for the volume and has written an interesting introduction concerning Lange's work and philosophy.

The materials are grouped in seven sections—the first dealing with the reorganization of the public school system; second, secondary education; third, the junior college; fourth, higher education; fifth, the curriculum; sixth, the professional training of teachers; seventh, of educational papers.

A real service has been done the cause of education in general, and California education in particular, by thus bringing together and making generally available the hitherto scattered and relatively inaccessible writings of one of California's most distinguished educational thinkers.

Lange was a pioneer, a trail-blazer, a climber to high mountain-peaks of thought. He was many years ahead of his times. He saw educational developments decades ahead of the majority of his associates. Because of his farsightedness he was much misunderstood. Now that he is gone and with the ripening of time, his conception of the modern school looms higher and higher, like a vast Shasta above the horizon.

Everyone who wishes to know the recent historical background of the development of the California school system should read the Lange book. It could well be made a supplementary text in all of the California teacher-training institutions. The Lange book belongs in every school library.

(Published by The Trade Publishing Company, 619 California street, San Francisco. 1927. \$3.50.)

\* \* \*

### Napa School Survey

**J**ESSE B. SEARS, Professor of Education, Stanford, has recently made a survey of the high and elementary schools of Napa, together with some reference to adjacent rural schools. The survey is published in a 57-page bulletin issued by the public schools of Napa, California. Earle E. Crawford, principal of the Napa Union High School; Miss Eva Holmes, County Superintendent of Schools; and the local elementary and high school boards of education, were instrumental in bringing about this valuable and constructive study.

It would be well for every California school

superintendent and administrator, situated in regions generally similar to the Napa region, to carefully study the Napa survey. It is full of helpful and suggestive materials, relating to school finances, organization, course of study, teaching staff, and the progress of children through the grades. Especially interesting is the section dealing with school buildings and school costs.

A summary of the principal recommendations is as follows:

1. That a union of the elementary and high schools of Napa be effected. It is a pleasure to state that this recommendation has been carried out and that union is now effected.
2. That as far as possible the remaining elementary districts lying within the boundaries of the high school district be consolidated with the Napa schools.
3. That attempt be made to bring certain outlying elementary districts into the high school district.
4. That the present intermediate school be converted into a junior high school to serve the high school district.
5. That if consolidation of elementary schools with high school is effected, a careful elementary school building program will be worked out providing for fewer separate buildings.
6. That a complete revision of elementary school course of study be worked out.
7. That a more careful policy touching the problems of developing a teaching staff shall be worked out, enacted, and put into force.
8. That greater care be exercised in the selection of teachers, remembering the dangers of too much home talent and too little of recent training.
9. That the problem of proper classification of pupils have prompt attention and that better provision be made for handling exceptional cases.
10. That more effective sub-classification within classes be made a matter for immediate study, and that special grouping of pupils suited to the class shall be put into effect.
11. That the idea of special classes, opportunity rooms, project work, and similar techniques be made use of in the light of the test results presented in this report.
12. That within two years a new building be erected for a new junior high school.

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### A Pocket Dictionary

**O**XFORD University Press has issued a Pocket Oxford Dictionary of current English, compiled by F. G. Fowler and H. W. Fowler. The American edition is revised by George Van Santvoord, professor of English literature in the University of Buffalo. The volume is a compact, pocket-size manual, printed on thin paper, with over 1,000 pages.

Although nominally an abridgment of the "Concise Oxford Dictionary," the pocket manual has many new features. It is beautifully printed and durably bound. The American Branch of the Oxford Press is at 35 West 32nd Street, New York City.



SEA SHORE ANIMALS OF THE PACIFIC COAST—By Myrtle E. Johnson and H. J. Snook. Macmillan, 1927. 659 pages, 700 figures and 12 color plates. Price \$7.50.

AT LAST has come a wonderful book on seashore life to the aid of the Pacific Coast biology teacher and nature-lover. The marvelous life of the Coast is a never-ending source of delight to those who visit our rocky shores and sandy beaches, with their gorgeous tide pools and island caves. Many find great joy in studying and collecting the numerous shells and other forms, but the profusion of life is fairly bewildering to the novice.

One has only to begin collecting when he is immediately surrounded by crowds of people begging to know what all these strange creatures are, and one is often called to the telephone to name some peculiar form. If one is near enough to the coast to take excursions there, he is more than lucky, as it is easy to arouse pupils to a high pitch of enthusiasm and interest.

But for descriptions of these forms, we have had to depend heretofore upon textbooks and difficult natural histories written for distant parts of the world, scattered original publications, or popular books for the Atlantic Coast. Realizing this need, Dr. Johnson and Mr. Snook, both thorough students of zoology and well known teachers, proposed to give us a book which would be scientific and yet full of popular interest and usable by the beginner.

It has been a strenuous labor of many years. They have worked mainly at the stations at La Jolla, Pacific Grove and Friday Harbor, but have collected all along the coast. They have carried out their purpose most successfully and the biology teachers of the Pacific Coast should be most grateful to them.

Pictures of nearly all forms which are likely to be found serve to identify specimens and the text contains as few technical terms as possible. Life histories are given and habits are most interestingly described, as illustrated by the fascinating account of the fiddler crab, while much attention is given to conservation, economic importance, edibility and even recipes for cooking, as of the abalone; also to the damage done by such forms as the teredo and star fish. There is continual reference to similar forms in other parts of the world and their utilization.

The book is a mine of information for reference, reports and projects for the general biology student and will answer the numerous questions of the public. On the other hand, it will

be of great use to the scientific student, for it is arranged in natural order and the scientific descriptions are adequate. It would be an ideal book for use by classes in general invertebrate zoology or in nature study in our Teachers Colleges.

The diagrams of dissections of western forms will enable the teacher to use the plentiful material, which he can gather for himself or order from our own coast stations. The students can see and collect the same forms on their excursions and vacation trips, which adds greatly to the value and interest of the course.

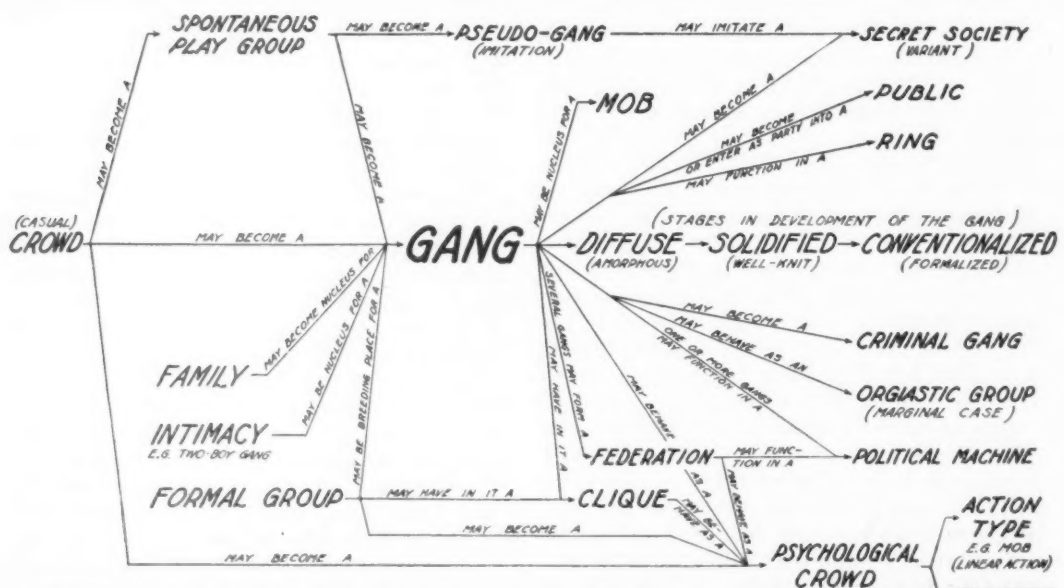
The pictures are the striking feature of the book. The twelve color-plates are amazingly beautiful, and the seven hundred figures are clear and well reproduced. About one-third are drawings and the rest are photographs, many from living forms. All are original with the exception of fifty or less.

There are chapters on methods of collecting specimens, keeping them alive for displays, and preserving them for the museum. This will enable every school to have its own museum, for the teacher or pupils on vacation trips can collect, preserve and name specimens which would cost hundreds of dollars if ordered from a supply house. No more do we need to find western schools with a collection of forms from the Atlantic or the Mediterranean and nothing to help the student to determine his own specimens.

The chapter on classification is very clear and will be a great help to the general reader as well as to the beginning science student. The numerous references are placed at the bottom of the page; the bibliography is divided into sections—Popular Works, Text Books, and Original Publications, the last being arranged according to phyla, making it most valuable to student and teacher.

The glossary is complete. This beautiful book is one that California may well be proud of and should be in every public and school library on the Pacific Coast. Every teacher of biology or nature study and every nature lover will want a copy of his own for immediate reference on his trips.—MABEL PIERSON, Head of Department of Biological Sciences, Pasadena High School and Junior College, Pasadena, California. \* \* \*

**DIRECTED HISTORY STUDY**—Book Two and Book Three. A Student's Workbook in American History—By Charles C. Scheck, and M. Althea Orton, instructors in Social Studies, Washington Junior High School, Rochester, New York. Book Two, Discovery to Constitution. 125 p. ll. Book Three, Period since the Revolution. 125 p. ll. World Book Company. 1927.



**C**ALIFORNIA teachers (particularly those in cities and in junior and senior high schools and junior colleges) should read thoughtfully "The Gang," a study of 1313 gangs, by F. M. Thrasher, professor of sociology, Illinois Wesleyan University.

This fascinating analysis of the lives of young people today, through vivid stories of actual gangs and groups, is published by the University of Chicago Press; 600 pages, many illustrations, maps, and graphs. Above is reproduced, through courtesy of that Press, a graph showing the evolution of the gang.

### Child Welfare in Counties

**O**RPHANAGE and illegitimacy no longer can be regarded as the chief explanation of why children are cared for in institutions and agencies, according to a recent bulletin of the United States Children's Bureau, "Child-Welfare Conditions and Resources in Seven Pennsylvania Counties." The report was written by Neva R. Deardorff, at the request of whom the Children's Bureau undertook an extensive survey of child-welfare conditions in Pennsylvania. A summary of the sections dealing with child dependency and delinquency has been published in a separate bulletin.

That the majority of children cared for by institutions and agencies in the seven counties selected for investigation were **neither orphans nor homeless** is indicated by the fact that of a total of 996 children accepted for care by institutions during the year of the study, 621, or **62 per cent**, were known to have come directly from the parental home in which at least one parent was living, or from the home of relatives. Likewise 341, or **50 per cent**, of the 688 children accepted for care by agencies came from homes in which the same conditions prevailed.

The survey indicated that no relationship exists between the population of the county and either the proportion of children cared for away from home or the number of institutions and agencies used. The county with the smallest population and the smallest proportion of children away from home had used 11 institutions, whereas the county with the largest population had used only 8. The organization of societies to meet the problems of child care appeared to have little relation to need, to volume of work, or to any specialization in kinds of service extended.

Outstanding among the needs for the care of dependent children in Pennsylvania are: (1) adequate funds for mothers assistance, (2) higher standards of administration of poor relief, (3) a community plan or program on a county-wide basis to fuse available resources, (4) the co-ordinated use of institutions and agencies, (5) better control of public funds now disbursed for the care of children away from home, and (6) the strengthening of powers of the State department of welfare in the supervision of child-caring agencies.

## Remarkable New Books

### Recent Offerings of Leading Publishers

**THE INNER WORLD OF CHILDHOOD**—A study in analytical psychology—By Frances G. Wickes. With an introduction by Carl G. Jung. 385 p. D. Appleton and Company. 1927. \$3.00. The author, a practicing psychologist in New York City, for 15 years has been absorbed in child study. She is an assistant editor of "American Medicine" in charge of analytical psychology, and has studied under Dr. Jung of Zurich.

**ORA MARITIMA**—A Latin story for beginners, with grammar and exercises by E. A. Sonnenschein, emeritus professor of Latin and Greek, University of Birmingham, and an introduction by Margaret Y. Henry, Franklin K. Lane High School, Brooklyn, New York. 175 p., il. The Macmillan Company. 1927.

**RATING SCALE FOR SCHOOL HABITS**—By E. L. Cornell, W. W. Coxe, and J. S. Orleans, of the educational measurements bureau, New York State Department of Education. Scale, two pages, Manual of Directions, four pages. World Book Company. 1927. In packages of 25, with manual of directions, at 50 cents net per package.

**HOW YOU CAN WRITE PLAYS**—A practical guide book—By Mark Swan. 260 p. Samuel French, New York. 1927.

**THE BARKER**—A play of carnival life in three acts—By Kenyon Nicholson. 154 p., il. Samuel French, New York City. 1927. \$1.60.

**THE ORGANIZATION AND ADMINISTRATION OF HEALTH EDUCATION IN THE SECONDARY SCHOOLS OF THE UNITED STATES**—By Fred Lea Stetson, University of Oregon; and Frederick W. Cozens, University of California at Los Angeles. 63 pages. University of Oregon Publication. Education Series. Vol. 1—No. 2. June, 1927.

**A GIRL'S PROBLEMS IN HOME ECONOMICS**—Healthful Clothing, Dress Design, Clothing Construction, Interior Decoration, Household Textiles, Care of the Home—By Mabel B. Trilling, assistant professor of Home Economics, University of Chicago; and Florence Williams, instructor in Art, University of Chicago. 320 p. il. J. B. Lippincott Company. 1926.

**HISTORY OF THE AMERICAN PEOPLE**—By David Saville Muzzey, professor of History, Columbia University. 770 pages. il. Ginn and Company. 1927. \$2.12.

**THE AMERICAN PEOPLE AND NATION**—By Rolla M. Tryon, professor of the Teaching of History in the University of Chicago; and Charles R. Lingley, professor of History in Dartmouth College. 712 pages. il. Ginn and Company. 1927. \$1.72.

**A SOURCE TEXT BOOK IN AMERICAN HISTORY**—A First Book with the European Background—By Percy E. Davidson, associate professor of Education, Stanford University, and Elizabeth Chapman Davidson. With a foreword by Herbert E. Bolton, University of California. 448 pages. il. Doub & Company. 1927. \$1.50.

**AMERICAN HISTORY FOR GRAMMAR SCHOOLS**—Revised Edition. Book One—By Marguerite

Stockman Dickson. 392 pages. il. The Macmillan Company. 1926.

**A NEW APPROACH TO AMERICAN HISTORY**—Students' Guide Sheets—By D. C. Bailey. 90 p. The University of Chicago Press. 1927. \$1.50.

**BEGINNERS HISTORY OF THE UNITED STATES**—By James A. Woodburn, Indiana University. 505 p. Profusely il. Many color plates. Longmans, Green & Co. 1927. \$1.40.

**HISTORICAL FICTION SUITABLE FOR JUNIOR AND SENIOR HIGH SCHOOLS**—Compiled by Hammah Logasa, University of Chicago High School. 85 p. Paper covers. Publications of National Council for the Social Studies No. 1. McKinley Publishing Company, Philadelphia. 1927. \$1.00.

**THE HARVARD TESTS. HIGH SCHOOL CHEMISTRY**—Forms A and B. Two paper bound test books—Prepared by Henry L. Gerry, the Teachers' College of the City of Boston. Ginn and Company. 1927. 48 cents, each.

**INDIVIDUAL INSTRUCTION SHEETS. How to write and how to use them**—By R. W. Selvidge, professor of Industrial Education, University of Missouri. 263 p. Many il. Manual Arts Press. Peoria, Illinois. 1926. \$2.50.

**ITALIAN LESSONS AND READINGS**—By Charles Upson Clark, former director of the School of Classical Studies of the American Academy in Rome. 430 pages. World Book Co. 1927. \$2.00.

**THE JUNIOR HIGH SCHOOL**—By Leonard V. Koos, professor of Secondary Education, University of Minnesota, author of "The Junior-College Movement," "The American Secondary School," "The High School Principal," etc. With an introduction by Henry Suzzallo, president of the University of Washington. Enlarged edition. 525 p. il. Ginn and Company. \$2.40.

**PSYCHOLOGY OF THE KINDERGARTEN-PRIMARY CHILD**—By L. A. Pechstein, dean, College of Education, University of Cincinnati; and Frances Jenkins, assistant professor of Education, University of Cincinnati. 300 pages. Houghton Mifflin Company. 1927. \$2.00.

**FURNISHING THE SETTING FOR AN ACTIVITY PROGRAM IN KINDERGARTEN AND PRIMARY GRADES**. 25 p. il. San Francisco City Schools. 1927.

**ESSENTIALS OF SCHOOL LAW**—By Harry Raymond Trusler, dean of the College of Law, University of Florida. 478 pages. The Bruce Publishing Company. 1927. \$6.00.

**LATIN FOR TODAY**—A first-year course—By Mason D. Gray, director of Ancient Languages in East High School and in Junior High Schools, Rochester, New York, and Thornton Jenkins, head master, High School, Malden, Massachusetts. 536 pages. Illustrated. Ginn and Company. 1927.

**JUNIOR LATIN LESSONS**.—Book Two—By Benjamin L. D'Ooge, professor of Latin Michigan State Normal College; and Dorothy M. Roehm, teacher of Latin and Greek, Northwestern High School, Detroit, Michigan. 555 p., il. Ginn and Company. 1927. \$1.56.

**ESSENTIALS OF LINOLEUM BLOCK PRINTING**—By Ralph W. Polk, head of the Department of Printing, Cass Technical High School, Detroit, Michigan. 60 pages, il. The Manual Arts Press, Peoria, Illinois. 1927. \$2.00.

- MARMION**—Sir Walter Scott. A Tale of Flodden Field—Edited with Introduction and Notes by Ebenezer Charlton Black. 317 p., il. **Ginn and Company.** 1927. 64 cents.
- THE TEACHING OF JUNIOR HIGH SCHOOL MATHEMATICS**—By David Eugene Smith and William David Reeve, professors in Teachers' College, Columbia University. 421 p., il. **Ginn and Company.** 1927. \$2.00.
- MENTAL HYGIENE**—By Daniel Wolford La Rue, author of "The Science and the Art of Teaching Psychology for Teachers," "The Child's Mind and the Common Branches," etc. 455 p., il. **The Macmillan Company.** 1927. \$2.20.
- NEWSPAPER MANAGEMENT**—By Frank Thayer, counsel in Newspaper management; formerly member editorial staff, Springfield, Mass., "Republican"; formerly assistant professor of Journalism in Medill School of Journalism of Northwestern University; associate professor of Journalism in the State College of Washington; and lecturer in Journalism in the Universities of California and Wisconsin. 515 p., il. **D. Appleton and Company.** 1926. \$4.00.
- THE ORIGIN AND DEVELOPMENT OF HENRY VI**—In Relation to Shakespeare, Marlowe, Peele, and Greene—By Allison Gaw, chairman of the Department of English, University of Southern California. 179 p., il. Published by the **University of Southern California**, Los Angeles. 1926.
- OLD TESTAMENT STORIES**—The Literature of the Old Testament from Typical Excerpts—Edited with an Introduction and Notes by Walter Leopold Bennett, instructor in English, Blodgett Vocational High School, Syracuse, New York. Merrill's English Series. 228 p., il. **Charles E. Merrill Company.** 1927.
- OUTWARD BOUND**—Edited by Randall J. Condon, superintendent of the Cincinnati Schools. Book Five, Grade VIII. The Atlantic Readers. 368 pages., il. **Little, Brown, and Company.** 1927. 85 cents.
- SPECIAL DAY PAGEANTS FOR LITTLE PEOPLE**—By Marion Kennedy, teacher, Primary Department of Public Schools, Minneapolis, Minnesota; and Katharine Isabel Bemis, formerly teacher of English, Franklin Junior High School, Minneapolis, Minnesota. 50 p. **A. S. Barnes and Company.** 1927. \$1.50.
- PLAINER PENMANSHIP**—Intermediate Book (Grades 7, 8, 9) The Purposeful Writing Series—By John Oswell Peterson, supervisor of Penmanship, Tacoma, Washington. 130 p., il. **The Bruce Publishing Company**, Milwaukee, Wisconsin. 1927.
- CORRELATED HANDWRITING**—Junior High School Manual (for Grades 7, 8 and 9)—By Frank N. Freeman and The Zaner-Bloser Company in collaboration with leading handwriting supervisors and teachers. 65 p., il. **The Zaner-Bloser Company.** 1927.
- THE PHYSICAL WELFARE PROGRAM OF THE BERKELEY PUBLIC SCHOOLS**—Committee, George Hjelte, chairman, formerly director of Physical Education; Frank L. Kelley, formerly director of Health and Development; Bertha C. Prentiss, supervisor of Home Economics. 25 p. **Berkeley Board of Education.** 1927.
- THE NEW PHYSICAL EDUCATION**—A Program of Naturalized Activities for Education Toward Citizenship—By Thos. Denison Wood, professor of Physical Education, Teachers College, Columbia University; chairman, Joint Committee on Health Problems in Education of the National Education Association and American Medical Association and Rosalind Frances Cassidy, professor of Physical Education; chairman, Department of Hygiene and Physical Education, Mill's College. 457 p. **The Macmillan Company.** 1927.
- THE A B C OF PHYSIOLOGY**—By Vance Randolph. 132 pages. **Vanguard Press**, New York. 1927. 50 cents.
- ELEMENTS OF PHYSICS**—By Robert Andrews Millikan, director of The Norman Bridge Laboratory of Physics, Pasadena, California; and Henry Gordon Gale, professor of Physics in The University of Chicago. Being a revision of the authors' "Practical Physics" done in collaboration with Willard R. Pyle, head of the Department of Physics, Morris High School, New York City. 525 pages., il. **Ginn and Company.** 1927.
- ONE ACT PLAYS FOR STAGE AND STUDY**—Third Series. Twenty-one contemporary plays, never before published in book form, by American, English and Irish writers—Preface by Percival Wilde. 430 p. **Samuel French.** 1927. \$3.15.
- PRIVATE SCHOOLS**—A handbook for American boys and girls. An Annual Survey. Eleventh Edition, 1926-1927. 1186 p. **Porter Sargent.** 1927.
- AN INTRODUCTION TO PSYCHOLOGY**—By John G. B. Morgan, associate professor of Psychology, Northwestern University, and A. R. Gilliland, professor of Psychology, Northwestern University. 330 p., il. **The Macmillan Company.** 1927.
- RECREATIONAL LEADERSHIP OF BOYS**—By William Ralph Laporte. Approved by the Committee on Curriculum of the Board of Education of the Methodist Episcopal Church. 137 pages. **The Methodist Book Concern.** 1927. 75 cents; by mail, 82 cents.
- SILENT-READING SEATWORK PAD**—For use with The Elson Hand Chart and Primer—By Maude M. Collins, principal Doty School, Madison, Wis.; assisted by Laura E. Anderson, First Grade Doty School, Madison, Wis. **Scott, Foresman and Company.** 1927.
- THE IMPROVEMENT OF READING**—A program of Diagnostic and Remedial Methods—By Arthur I. Gates, professor of Educational Psychology, Teachers College, Columbia University; author of "Elementary Psychology" and "Psychology for Students of Education." 455 p., il. **The Macmillan Company.** 1927. \$2.00.
- STONE'S SILENT READING**—Book Five—By Clarence R. Stone, author of "Silent and Oral Reading." 320 p., il. **Houghton Mifflin Company.** 1927. 92 cents.
- TEACHERS' MANUAL**—The Open Door Primer—By Elma A. Neal, director of Elementary Education, San Antonio, Texas and Ollie Perry Storm, assistant in Elementary Education, San Antonio, Texas. 126 p. **The Macmillan Company.** 1927.

(Continued on Page 638)



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## CALENDER OF FORTHCOMING EDUCATIONAL EVENTS

### December

9—**C. T. A. Board of Directors**; Hotel Alexandria, Los Angeles.

10—**C. T. A. Council of Education**; Semi-Annual Meeting, Hotel Alexandria, Los Angeles.

12-15—**California Teachers' Association Central Coast Section**; Santa Cruz; T. S. MacQuiddy, Secretary, Watsonville.

17-20—**American Vocational Association**, Los Angeles; President, Edwin A. Lee, University of California.

19-21—**California Teachers' Association Bay Section**; Annual Meeting, Oakland; E. G. Gridley, Secretary, 312 Federal Telegraph Building, Oakland.

21-23—**California Teachers' Association Southern Section**; F. L. Thurston, Secretary, 732 Van Nuys Building, Los Angeles. Imperial County, Los Angeles County, Riverside County, San Bernardino County, San Diego County, Santa Barbara County and Ventura County will co-operate with county institutes on that week. The following city institute districts will co-operate and hold their sessions December 19, 20, 21; Alhambra, Glendora, Long Beach, Los Angeles, Pasadena, Pomona, Riverside, Santa Barbara, and Santa Monica.

\* \* \*

**Norabelle Davidson** of Los Angeles, chairman of teacher welfare, C. T. A., Southern Section, makes the following statement concerning the insurance division:

"The purpose of this Division is to educate the teachers in the technicalities of insurance policies and to point out the necessity of carrying some kind of insurance.

"Beulah Coward of Pasadena High School, Chairman of this Division, has made a thorough study of a great many insurance policies and conferred with a number of representatives of different insurance companies. As a result of this investigation she has tabulated her findings that they may serve the teacher when she wishes to take out insurance. This tabulation may be consulted in the main office of the California Teachers' Association, Southern Section, 732 Van Nuys Building, Los Angeles."

The pioneer teacher of Kern County, **Mrs. Ella Said Houghton**, was stricken on October 16th, 1927, as she was returning to her school in the Rockpile District. She passed away very quietly that evening.

She was the most universally beloved teacher in this county. After a long lifetime of almost continual service in her chosen profession, there were expressions of sorrow and sympathy from hundreds of her former pupils, ranging from gray-haired men and women to little children, who had gone to school to her in the second grade.

Nancy Ella Said was born in Wisconsin, 1855. The Said family were living in California, but Mrs. Said went East for better medical care, and returned to California by way of "the Horn" when the baby was nine months old. Nancy was educated at Gates Institute in San Francisco, San Jose High School and graduated from the San Jose Normal in 1876. She taught in Downieville and Healdsburg before coming to Bakersfield, where she taught in the Buena Vista District until 1881, when she married William Euclid Houghton.

She then taught a private school in Bakersfield for two years, completing her ten years of service necessary for a life diploma. Mr. Houghton died in 1895 and she began teaching again that year. Her work was continuous until 1911 when she rested a year. In 1919 she completed her thirty years and rested for a year. She has been teaching continuously since then and her rating was the highest in the county.

Mrs. Houghton was a life-long member of the Congregational Church. She is survived by her two daughters, Mrs. George Upton of Berkeley and Mrs. Howard Yates of Bakersfield.

\* \* \*

**A. R. Clifton**, Superintendent of Schools of Monrovia, former President of the Southern Section of the California Teachers Association, veteran and distinguished California schoolman, and nationally prominent in the field of character education, has accepted the **State Directorship of California for the National Education Association**, succeeding Anna G. Fraser of Oakland. The California Teachers Association congratulates the N. E. A., California and M. Clifton upon his assumption of this important responsibility.

### Northern Section Convention

(Continued from Page 609)

William John Cooper appointed as State Superintendent of Public Instruction, and we assure him of our cooperation in all his efforts to improve the schools of the State.

4. We recommend an aggressive support to the **Curtis-Reed Bill**, which provides for the establishment of a Department of Education with a Secretary in the President's Cabinet, and also for the more adequate support of scientific research in education under the direction of a Secretary of Education.

5. We recommend to the teachers a careful study of the problems of **certification** in order that we may more intelligently help to solve these problems in the near future.

6. We wish to call attention to the problem of **retirement salary revision** which will come before the Legislature at its next session, in order that the teachers may decide what changes they prefer.

7. We commend to the thoughtful attention of the teachers **Constitutional Amendment No. 26**, relating to the reorganization of the State Department of Education. This is one of the most serious educational problems which confronts the State today.

8. We wish to urge all teachers of Northern California to actively support the **California Teachers' Association** and the National Education Association, organizations which are helping to raise the professional and economic status of the teachers.

9. We heartily thank all those who have contributed to our pleasure in this convention by furnishing entertainment for the evenings as well as those who provided music for the general and sectional sessions.

10. For the **generous hospitality and efficient management** which have contributed so largely to the notable success of this, the Fourth Biennial Convention of the California Teachers' Association, Northern Section, we wish to express our most sincere appreciation to the people of the city of Sacramento, to the Chamber of Commerce, Boy Scouts and other organizations and to the Public Press.

We congratulate the people of Sacramento on possessing so magnificent an **Auditorium** which provided such a pleasant and inspiring place for the meeting of our Association."

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In the Chualar School District, near Salinas, a \$60,000 bond issue for a new school building is contemplated.

**B**OARD of Directors of the California Teachers' Association comprises the following: **Mark Keppel**, Los Angeles County Superintendent of Schools, 504 Thorpe Building, Los Angeles; **Dr. Frederick M. Hunter**, Vice-President, Oakland City Superintendent of Schools, City Hall, Oakland; **Robert L. Bird**, County Superintendent of Schools, San Luis Obispo; **E. I. Cook**, teacher, Sacramento Junior College; **Walter B. Crane**, Principal, Metropolitan High School, Los Angeles; **Clarence W. Edwards**, County Superintendent of Schools, Fresno; **Roy Good**, District Superintendent of Schools, Fort Bragg; **Ira C. Landis**, P. O. Box 569, Riverside; **Thaddeus Rhodes**, Principal, Francisco Junior High School, San Francisco.

### A Child's Garden

*"The world is so full of a number of things  
I'm sure we should all be as happy as kings."*

This happy thought, from Stevenson's "A Child's Garden of Verses," is the motto of A CHILD'S GARDEN, the children's magazine of the West. (Address—111 Colusa Street, Orland, California).

A CHILD'S LIFE has been compared to a garden in which we parents plant the seed. Good habit flowers will grow if we plant in these precious gardens a love of good reading, an interest in birds and flowers and trees, a consideration for animals, a toleration for the little folk of other lands, in short, a love for all the "number of things."

"There is only one door to Futurity—the door named Childhood. It is not enough that bodily hunger be satisfied, or that the roof keep off the rain. **Childhood must be made rich and ample and self-sufficing.**" In other words just as a child needs food for the body, so he needs food for the mind and spirit. A CHILD'S GARDEN tries to do just this—to give food for the eager mind and spirit of the child, and by so doing to help make childhood rich and ample and self-sufficing. It aims to bring more joy into the world and a desire for right living and right thinking.

A CHILD'S GARDEN teaches a love of the beautiful in Nature, in Literature, and in Life. Its editor would like to see the Garden of Life wherein children dwell, the most lovely, the most beautiful, and the most inspiring of all places in the world. For the children who learn something of the poetry of life in childhood, will ever keep part of its charm, its hope, and its sustaining grace throughout the years.

And these children in turn will make the world a better place in which to live because of their childhood having been "rich and ample and self-sufficing."

To all would-be writers for children may I give this message. Do not think that writing for children is an easy or simple matter. In fact it is far harder than writing for adults. The author should choose simple words but there must be no condescension. Always remember that children are nearer to the great spiritual sources of life than are most adults, and they are very quick to feel the spiritual value of a story. There is never any need to preach. If the story is rightly told they will get the right reaction.

\* \* \*

American Council of Education and the Conference of Canadian University are conducting jointly a Modern Foreign Language Study. Recently five **Modern Language Tests** have been published under the auspices of this investigation, as follows,—French, Alpha and Beta; Spanish, Alpha and Beta; German, Alpha. The tests are published by the World Book Company, which has offices at 149 New Montgomery Street, San Francisco, C. S. Jones, Manager.

The materials for each test include Manual of Directions, keys and examinations covering vocabulary, grammar, silent reading, and compositions. They represent thoroughly modern educational technique in this field.

Administrative officers of the **San Diego City Schools** are: Willard E. Givens, Superintendent of Schools; Will Angier, Secretary of Board and Business Manager; Edwin B. Tilton, Assistant Superintendent; Charles R. Tupper, Director of Curriculum and Research. The Board of Directors comprises,—Jacob Weinberger, President; Mrs. Vesta Muehleisen, Vice-President; Miss Julia Pickett; Claude Woolman, and Orton E. Darnall.

\* \* \*

**San Diego City School District** is trying a new experiment this year at the request of the City Teachers' Association. Institute sessions for the current school year are to be held outside the school hours (evenings or Saturdays) and in lieu of the three-day session usually held, the teachers will be dismissed on Tuesday afternoon, December 20th, for the Christmas vacation and given their full pay for the remaining three days of the week. These "extra-curricular" sessions of the institute will be scattered throughout the year whenever it shall best serve the educational interests of the teaching and administrative staff.—Edwin B. Tilton, Assistant Superintendent, San Diego City Schools.

\* \* \*

**Physical training** means an increase of the efficiency with which the chemical and physical processes of life are carried on, reports Hygeia, health magazine.

Studies made recently showed that a trained man can perform a given amount of work with a smaller consumption of oxygen than an untrained man and with less demand on his heart.

The trained man breathes more slowly and more deeply and his heart beats less frequently. As a result of systematic exercise, the subjects of the study felt better and were more alert, their appetites improved, muscles developed and capacity for physical work increased.

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### The Cipher

**ALFRED I. LEVETT** has written an interesting and useful book on mathematics, entitled "The Cipher." It elucidates a simple and rapid calculating method and comprises 56 pages in paper covers. H. W. Jones, Superintendent of Schools, Piedmont, California, commends Mr. Levett's book as of great value in developing rapid calculation ability. The author has made many demonstrations in public schools and business colleges. Copies of the volume will be secured by addressing the author at 24 California Street, San Francisco.

**Miss Charl Williams**, Field Secretary for the National Education Association, states that "we are at a stage in our campaign for the Education Bill when education of the teachers and the laity is absolutely necessary if we are to move forward. They need to know and to understand the purposes of the Education Bill. I am certain that when they do realize how valuable a Department of Education can be to education, both public and private, that opposition to the measure will not continue for any length of time."

A series of safety posters, brightly colored and of high pedagogic merit is being issued by the **California State Automobile Association** for use in the schools. The Association is conducting a program of visual education, according to D. V. Nicholson, assistant secretary, in the schools of Northern and Central California. This program is now in operation in 10,000 classrooms in approximately 800 cities, towns and school districts. Principals and teachers who are interested in these materials should address the Association at 150 Van Ness Avenue, San Francisco.

**John J. Tigert**, U. S. Commissioner of Education, is asking for copies of all studies in education. California has an abundance of research material which should be represented in the bureau's files. "We also request you to send," states Dr. Tigert, "the titles of projects in educational research which are now in progress or are contemplated for the immediate future in your institution, together with brief descriptions, if possible, showing the scope planned for these studies."

His office intends to assemble abstracts and descriptions of studies in education, and to publish this material at intervals so that the information may be distributed to educators throughout the country.

**Charles Frederick Weller** is international executive of a three-fold movement.—The League of Neighbors, Union of East and West, and Fellowship of Faiths. Offices are: New York City, 906, 152 West 42nd Street; Boston, Massachusetts, 398 Boylston Street; Elizabeth New Jersey, 1111 Elizabeth Avenue; London, England, 59 Egerton Gardens, S. W.

**Institute of Pacific Relations**, with headquarters at Honolulu, Hawaiian Islands, issues a news bulletin of interest and value to high school and college teachers of social and geographic sciences. Mr. J. Merle Davis is Executive Secretary of the Institute. The second session of the Institute met in Honolulu, July 15 to 29, and considered the

resources of Pacific countries and race migrations.

Such questions as this are considered: "Do people have the natural 'right' to hold lands which they are not using and cannot use to their maximum productivity?"

**Williams Institute** of Berkeley, California, announces a two-year college for students who want a cultural background for creative life-work; and a one-year college for students who need orientation before entering the university. Miss Williams, internationally known in progressive educational circles, believes with H. G. Wells 'that a time will come when we shall find a formula for the first two years of college that will produce for the average student actually more in the way of coherent cultural background than he now gets out of four college years.' The Williams Institute is working out that formula.

**Educational Press Association** of America has issued its third handbook, comprising a pamphlet of 32 pages. The officers for 1927-1928 are: J. Herbert Kelley, President, Harrisburg, Pennsylvania; Arthur L. Marsh, Secretary, Seattle, Washington; Ernest T. Cameron, Treasurer, Lansing, Michigan.

Executive Committee: J. Herbert Kelley, President, Harrisburg, Pennsylvania; Arthur L. Marsh, Secretary, Seattle, Washington; Ernest T. Cameron, Treasurer, Lansing, Michigan; Arthur H. Chamberlain, San Francisco, California; Joy Elmer Morgan, Washington, D. C.

Committee on Standards: E. M. Carter, Columbia, Missouri; R. T. Ellis, Fort Worth, Texas; Charles F. Pye, Des Moines, Iowa; Frank A. Weld, Lincoln, Nebraska; Joy Elmer Morgan, Chairman, Washington, D. C.

According to information furnished us by **Charles Schwoerer**, county superintendent of schools of Calaveras County, the Calaveras Union High School on October 3 opened bids for a new \$125,000 high school building at San Andreas. The new building will be situated on a 63-acre tract recently purchased for that purpose. Charles Gastineau is principal of the school.

**Phi Delta Kappa, Lambda Chapter**, at Haviland Hall, University of California, announces the following meetings for November and December: **November 9th**, Alexander C. Roberts, President of San Francisco State Teachers College; G. V. Whaley, graduate student, School of Education; **November 23d**, Rudolph Lindquist, Assistant Superintendent, Oakland; M. D. Smith, graduate student, School of Education; **December 9th**, Wm. F. Ewing, Assistant Superintendent, Oakland; and Wm. Taylor, graduate student, School of Education.

**SPEAKERS SUPPLIED**—For the past five years, Albert P. Meub, 452 North Hill Ave., Pasadena has been rendering a genuine booking service for the schools of California. Mr. Meub's service has expanded each year, and this year finds him managing such nationally known speakers as Montville Flowers, Charley Paddock, Frank Waller Allen, Maynard Lee Dagg, Eleanor Miller, and Bessie George Webb. Mr. Meub's slogan is "Worth While Programs for the Schools of California."—Adv

# SCHOOL ART WORK

Every teacher of the Bay Section will find it interesting and profitable to see the exhibit of school art work at the Civic Auditorium, Oakland, December 19 to 21.

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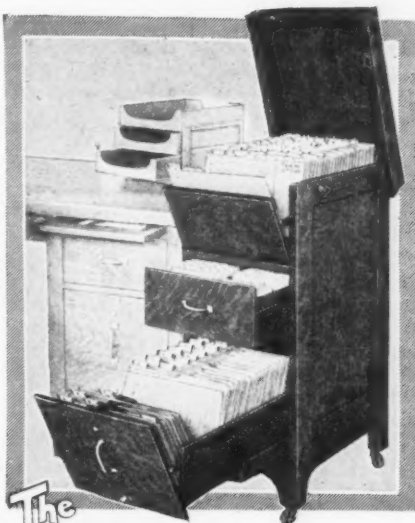
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All mail to the **California State Department of Education** should be addressed to Box 615, Sacramento. **Gertrude Laws**, who has charge of the supervision of parent education classes, under the California State Bureau of Parental Education, should be addressed at 1130 Sun Finance Building, Los Angeles. **Herbert R. Stolz**, Assistant State Superintendent in charge of the San Francisco office, has office hours by appointment in the State Building, San Francisco. His mail address is 2739 Bancroft Way, Berkeley. **John F. Dale**, in charge of child study groups in Northern California, has his headquarters at the Sacramento offices of the State Department.

\* \* \*

**Posture material** is issued by the United States Childrens Bureau. "One of the latest additions to our posture material," states Elizabeth Randolph Shirley, "is our posture model, a series of photographic cut-outs, illustrating good and bad posture of boys and girls in the school room, on the basketball and football fields, and at home, each attitude being described by an appropriate two-line rhyme.

"We also have a new set of 'Posture Panels' showing graphically the relation between posture and age, posture and sex, posture and type of build, posture and nutrition, and the change in posture effected by training during one school year and also the effect on posture of change in nutrition. As this set is quite new it is not yet listed in our little booklet on posters and panels."

\* \* \*

The Michigan Education Association of which **E. T. Cameron** of Lansing is executive secretary, reports that the following state groups are departments of the State Association,—the Association of Superintendents and School Board Members; the Association of High School Principals; County Commissioners Section; Elementary School Principals; State Federation of Teachers Clubs.

Mr. Cameron states that the educational forces of the State should be united so as to present a single front on the various educational problems of the day rather than to disintegrate into several smaller and weaker organizations.

\* \* \*

**R. M. Sealey**, formerly state high school inspector of Florida, has been elected full-time Secretary of the Florida Education Association, with headquarters at Tallahassee.

\* \* \*

**Herald of Peace** is a new California journal, published monthly by E. L. Pratt, at 25 cents a copy at Lemoore, Kings County, California. Its aim is to help abolish war. It is large size, 10½x13½, 32 pages, and is filled with materials of interest to all friends of world peace.

\* \* \*

**Pasque Petals** is a magazine for South Dakota poets and readers of poetry. Managed by J. C. Lindberg and R. G. Ruste. The latter is teaching in the high school at Ripon, California. The magazine is published at the Northern State Teachers College, Aberdeen, South Dakota, which gives courses in creative writing.

**Sunshine School** in San Francisco is a special school for orthopedic cases. Started by the San Francisco Rotary Club, three years ago, it was

later taken over by the city school department and is now an integral part of the school system. The staff comprises **Cary Daly**, principal; Dorothy Prentiss, Ruth Hofer, Eleanor Smith, and Mrs. M. Joyce. The forty children cover the eight elementary grades together with special handwork and a special regime of rest, diet, exercise and sunshine. Children of subnormal mentality are not accepted. The school is housed in new buildings modest and inexpensive, but well planned for their specific functions.

This new type of special school for crippled children is one of the finest and most wholesome evidences of the adaptation of modern education to all the vain needs of life. The best resources of modern science here greatly serve unfortunate crippled children, and fill their lives with the sunshine of hope and progress.

\* \* \*

**American Indian Life** is an interesting illustrated bulletin issued by the Indian Defense Associations of California, and published at 1037 Mills Building, San Francisco. These Associations comprise the following groups,—Indian Defense Association of Central and Northern California, 1037 Mills Building, San Francisco; Indian Defense Association of Santa Barbara, P. O. B. 274, Santa Barbara; Indian Defense Association of Southern California, Chamber of Commerce, Los Angeles; Indian Defense Association of Pasadena, 535 Bellefontaine, Pasadena; Indian Defense Association of Salt Lake City; Indian Defense Association of Oshkosh, 70 Merritt Street, Oshkosh, Wisconsin; Indian Defense and Development Association of Milwaukee, 6000 Grand Avenue, Wauwatosa, Milwaukee, Wisconsin. Branches of The American Indian Defense Association, Inc., Treasurer's Office, 270 Madison Avenue, New York.

\* \* \*

**Near East Colleges**, an investment in international good will, comprises: Robert College, Constantinople, Cales Frank Gates, president; American University of Beirut, Syria, Bayard Dodge, president; Constantinople Woman's College, Kathryn Newell Adams, president; International College, Smyrna, Cass Arthur Reed, president; Sofia American Schools, Bulgaria, Floyd H. Black, president; Athens College, Greece. American headquarters are at 18 East Forty-first Street, New York City. The American Director is Albert W. Staub.

\* \* \*

**Children's Bureau of Cleveland** is comprehensively described in a 98-page bulletin, issued by the U. S. Children's Bureau, of which Grace Abbott is chief. Mary M. Leete makes this valuable study of the care of dependent children in Cleveland, Ohio. Much of the information can be of service to California communities. Copies may be procured at 15 cents each from the superintendent of documents, Government Printing Office, Washington, D. C.

"**Chocolate Yesterday and Today**" is the title of a series of eighteen plates prepared by D. Ghirardelli Company of San Francisco. The plates are 8½ by 11, mounted on cardboard, and tell the story of cocoa and chocolate from plantation to table. The set is of great interest and of practical use to all teachers of geography, nature study, home economics and related themes. Application should be made by the principal to the D. Ghirardelli Company.



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**Isobel R. Lay, Managing Editor, Journal of Education, Boston, Mass.**

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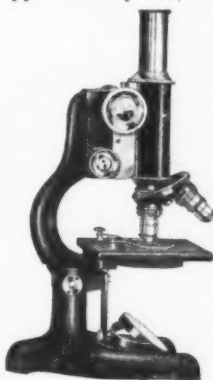
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### California Teachers' Association Southern Section Notes

**S**OUTHERN Council of Education met in Los Angeles on October 15 at the Metropolitan High School. Reports of the World Federation of Education Associations at Toronto were given by Albert F. Vandegrift and A. M. Shaw. A report of the National Educational Association at Seattle was given by Miss Gladys Morehead and a report of the Superintendents' convention at Coronado was presented by H. G. Clement of Redlands. The president reported the death of Miss Eva Hurst of Long Beach since the last meeting of the Council.

The Executive Secretary reported a membership of approximately 16,000 and urged activity and added interest in the coming membership campaign. Among the many reports of much interest was that of the Teacher Welfare Committee which has established recently a home for needy retired teachers. This committee also recommended a plan for insurance for teachers to protect themselves after completion of services.

For the coming sessions of local Institutes and for the meetings of the California Teachers' Association, Southern Section, the following speakers have been engaged: Charles Judd of University of Chicago; E. H. Lindley of University of Kansas; F. J. Kelly of University of Minnesota; David Snedden of Teachers' College, Columbia University; A. E. Winship, Boston; Joy Elmer Morgan, editor, N. E. A. Journal; Burton Barns, Detroit Public Schools; Henry Cowles, University of Chicago; W. H. Burton, University of Chicago; Grant Showerman, University of Wisconsin; H. L. Smith, University of Indiana; Ralph Dennis, Northwestern University; E. C. Hills, University of California; P. A. Martin, Stanford University; Paul Harvey, New York; Sir John Adams, University of California; Paul Cadmaun, University of California; Supt. William John Cooper; Helen Heffernan; Supt. Joseph Gwinn, San Francisco; Lyman Bryson, University of California; Roy W. Cloud, State Executive Secretary, C. T. A.; Charles E. Kany, University of California; Captain Paul Perigord, University of California; William Proctor, Stanford University; F. C. Touton, University of Southern California; Gordan Watkins, University of California; H. B. Wilson, Berkeley City Schools; Leonard McWhood, University of California; Vierling Kersey, Assistant Supt. of Schools, Los Angeles.

This list does not include the names of many other speakers who will address the various section meetings. The date of the Southern Section meeting will be December 19-23.—Albert F. Vandegrift, President Southern Section, California Teachers' Association.

### Bay Section Memberships

	1926	1927	Gain
Alameda City.....	221	242	21
Alameda County including Piedmont .....	363	386	23
Berkeley .....	537	620	83
Contra Costa including Richmond .....	438	477	39
Lake County.....	57	58	1
Marin County including San Rafael.....	213	214	1

Modesto .....	169	176	7
Napa County.....	147	141	lost 6
Oakland .....	1547	1698	151
Piedmont .....	(60)	(68)	(8)
Richmond .....	(179)	(192)	(13)
San Francisco .....	1238	1352	114
San Francisco State Teachers College .....	12	19	7
San Joaquin County.....	244	282	38
San Jose.....	339	388	49
San Jose State Teachers' College .....	5	29	24
San Mateo County.....	405	451	46
San Rafael.....	(41)	(43)	(2)
Santa Clara County.....	337	284	lost 53
Solano County .....	1	91	90
Sonoma County .....	303	254	lost 49
Stanford University .....	6	5	lost 1
Stanislaus County.....	313	299	lost 14
Tuolumne County.....	11	7	lost 4
University of California.....	1	8	7
Vallejo .....	43	50	7
Stockton .....	313	324	11
Hawaii .....	1	0	lost 1
Private Schools .....	0	5	5
Miscellaneous .....	13	1	lost 12
<b>Total .....</b>	<b>7277</b>	<b>7861</b>	<b>584</b>

\* \* \*

### Report of Treasurer, Bay Section October 6, 1927

#### Summary

January 1, 1927—Balance from 1926.....	\$ 9,126.42
October 6, 1927—Receipts to No. 837.....	22,915.85

Total balance and receipts.....\$32,042.27

October 6, 1927—Payments, including Check No. 202.....	19,895.19
---	-----------

October 6, 1927—Balance .....	\$12,147.08
October 6, 1927—Add 1928 dues received .....	57.00

October 6, 1927—Total Cash on Hand.....\$12,204.08

#### Location of Cash

October 6, 1927—Checking account.....	\$ 943.56
October 6, 1927—Savings account.....	11,260.52

October 6, 1927—Total Cash as Above.....\$12,204.08

#### Bank Reconciliation

October 5, 1927—Bank's balance.....\$ 1,173.48

#### Checks outstanding:

5 .....	\$ 5.20
11 .....	1.10
20 .....	.90
194 .....	3.20
197 .....	10.00
198 .....	96.25
199 .....	18.74
200 .....	1.20
201 .....	83.33
202 .....	10.00

Total checks outstanding..... 229.92

October 6, 1927—True bank balance.....	943.56
Add savings account.....	11,260.52

\$12,204.08

E. G. GRIDLEY, Treasurer.

## MY FIRST NUMBER BOOK

By C. L. Thiele, Supervisor of Exact Sciences, Detroit Public Schools; Irene Sauble, Assistant Superintendent of Exact Sciences, Detroit Public Schools; and Nettie Oglesby, Second Grade Critic Teacher, Roosevelt Elementary School, Detroit Teachers College. Illustrated by Margaret Iannelli, Iannelli Studios, Park Ridge, Illinois.

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### State Superintendents Re-organize

**A**SSOCIATION of California Public School Superintendents was formed at Coronado for the purpose of being of the greatest possible service to the state and to the communities represented, to advance the interest of public education, to afford additional opportunities for their own educational development and to further legislation that would promote the best interests of the public schools.

A constitution was submitted by a committee on organization, appointed by Supt. Wm. John Cooper, and composed of A. R. Clifton, Monrovia, chairman; L. E. Chenoweth, Kern; Minnie Gray, Sutter; Walter T. Helms, Richmond; and Roy Good, Fort Bragg. It was unanimously adopted, and the committee authorized to act in submitting nominations, for officers of the new organization.

A questionnaire was sent to all city, county and district superintendents in California, and as a result the following officers were elected:

President—L. E. Chenoweth, Kern County, 2 years.

Vice-President—George C. Bush, South Pasadena, 2 years.

Secretary—Miss Ada York, San Diego, 2 years.

Treasurer—F. F. Martin, Santa Monica, 3 years.

The new organization also provides for the officers of the association to act as an executive committee to have charge of the general management of the association, with power to fill vacancies and appoint other committees.

The legislative committee is composed of three each of city, county and district superintendents, elected for a period of three years, and not eligible for re-election upon the same committee until after the lapse of one year. At the Coronado meeting the superintendent of each class was chosen to serve for three years, the next highest for two years, and the remaining three for one year, so as to provide for a hold-over succession on the committee. This is, perhaps, the most important committee.

The association meetings are to be held annually in connection with the meeting of the city, county and district superintendents and at the same place. The annual dues are to be one-tenth of one per cent of the annual salary of the individual member. The funds derived from the dues, or from donations which may be made to assist in the educational work of the association are to be used to defray expenses of operation of the association, including printing and traveling expenses of officers, or members of committees of the association.

No funds may be devoted to payment of any salary to any officer or member of the association, and all expense accounts must be submitted as bills, and be approved by the president, and the secretary of the association.

The matter of causing members of committees and officers to be ineligible until one year elapsed, evoked considerable discussion and it was brought out that a desire upon the part of the proposers of the constitution to make the association very democratic, and truly representative was the reason for this provision.

The constitution may be amended through a petition offered by one or more members of the association, a month in advance of the regular meeting, and adopted by a majority of the active members present at the next annual meeting.

It was very encouraging to note that there was an immediate response to the call of the new organization, and at the close of the second day nearly three times as many members had contributed dues as noted in the previous period. The deep interest in the association, and the harmonious discussion of the principles involved in the new constitution presage a very successful inauguration of the year's work.

It is expected that the work of the association will be highly effective, not only along legislative lines but vitalize, as well, the procedure of the superintendents' meetings.

The membership was extended to include the director of education of California, his deputies and assistants, chiefs of department bureaus, president and secretary of the California Teachers' Association, and any person for distinguished service may be elected an honorary member. The membership also includes the members of the state board of education.—L. E. Chenoweth, President, Bakersfield, California.

\* \* \*

### School Teachers and Matrimony

**A**TTORNEY-GENERAL of the State of California has recently handed down an opinion to the effect that the marriage of a woman school teacher does not unfit her for her duties nor furnish legal grounds for discharge. Nothing is said concerning male school teachers.

Commenting on this decision a leading California newspaper states that "the ruling by the Attorney-General that the marriage of a school teacher does not unfit her for her duties or furnish legal grounds for discharging her is just common sense. And it points to the need for common sense in the employment of school teachers, not always the rule in school boards."

"If a teacher knows her business she will not do anything to impair her ability. Do the mothers whose children she teaches believe that marriage has unfitted them to deal well with their own children? If not, why should it unfit the teacher? The argument that a married woman does not need the job is no argument at all. Teachers, positions are not rewards for worthy young women, but occupation for the best qualified candidates who can be found."

Chester Rowell, California's leading publicist, states that "the Attorney-General has very properly ruled that marriage is not the 'immoral' or 'unprofessional' conduct for which local school boards may discharge a teacher. Considering the hallucinations on this subject still prevalent in some benighted official intellects, it is high time the ruling was made, and it is to be hoped it will be enforced."

"This rule against marriage seems to be based on two assumptions, both false. One is that an appointment as teacher is a charity, to be bestowed only on the needy who have no other source of support. The other is that school teachers, men or women, should be of the neuter gender. This latter fallacy is also behind the regulations that teachers must not wear bobbed hair or short skirts, or dance, or otherwise conduct themselves as other young women do and that men teachers—or preachers—shall be insufferable prigs, not masculine nor even effeminate."



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## Items of Public Interest from Proceedings of the State Board of Education, October 3-5, 1927

**T**HE board met in regular quarterly session at Hotel Del Coronado, October 3-5.

On the adoption of the minutes, the board discussed and approved changes in the rules and regulations governing public schools to be incorporated in the 1927 School Law.

The major changes are as follows:

(1) The curriculum formerly laid down for all junior college courses now applies to the junior certificate course only. The other junior college courses were left without prescription.

(2) The minimum requirements for graduation from the high schools of California were changed to read as follows:

English, 30 credits (3 yrs.); U. S. history and civics, minimum 10 credits (1 yr.); a laboratory science, minimum 10 credits (1 yr.); a second major of at least 30 credits (3 yrs.) in any of the ten subjects listed. (In the old rules and regulations, 2 majors chosen from the five academic subjects listed were required).

Sections II, XII and XIII, School Attendance, Junior College Courses of Study and High School Courses of Study, respectively, were adopted and approved until June 30, 1928, only.

Mrs. Dora A. Stearns was unanimously elected vice-president of the board.

The following named persons who had been appointed by the Superintendent of Public Instruction, were confirmed as members of the **California Curriculum Commission**:

Fred M. Hunter, City Superintendent, Oakland, 4 years.

Merton E. Hill, Principal High School and Junior College, Ontario, 4 years.

L. E. Chenoweth, County Superintendent, Bakersfield, 3 years.

Gladys E. Morehead, classroom teacher, Los Angeles, 3 years.

Nell Breen, Elementary Principal, San Diego, 2 years.

Willis A. Marsh, Junior High School, Fresno, 2 years.

John A. Hockett, University of California, 1 year.

Julia L. Hahn, Kindergarten-Primary, San Francisco, 1 year

Ethel Salisbury, U. C. Los Angeles and City.

Katherine Barnett, Music, Santa Barbara State Teachers College.

Wm. John Cooper, Superintendent of Public Instruction.

The secretary submitted a statement of the status of the language textbook situation, together with certain recommendations, which were adopted. These recommendations required that the Textbook Committee of the board gather all available evidence and formulate a report for action at the January meeting, and that it is the sense of the board that an adoption be made at the January meeting and the new books be ready for distribution for the opening of the schools in September.

The secretary reported on a proposed study on problems of secondary education, on the progress of the codification of the school law, and on the

progress of the investigation of educational facilities of the deaf.

At a meeting with the State Teachers College presidents a modification of their rules was adopted to the effect that when part of a curriculum has been completed in one California teachers college and part in another, a student may be graduated from either upon an arrangement as to units done in residence; and the board listened to reports from Pres. Phelps upon the steps being taken to acquire an athletic field at the Santa Barbara State Teachers College and upon the donation of a Lincoln library by Mr. and Mrs. William Wyles of Santa Barbara to the college, and President Osenbaugh upon the steps taken in connection with the handling of the college in temporary quarters.

On Wednesday morning the board gave attention to its new functions as trustees of the **California State Historical Association** and requested Dr. Owen C. Coy to prepare an outline of plans for submission to the board at its next meeting.

### Retirement Salary Business

Retirement salaries were granted as follows:

#### Five Hundred Dollars per Annum

Mrs. Fannie P. Bronson, San Francisco.

William A. Caldwell, Berkeley.

Mrs. Mary E. Dunster, Los Angeles.

Frances M. Edwards, San Francisco.

Walter Huddleston Graves, Carpinteria.

Anna M. Grozelier, San Francisco.

Rosalie Harby, San Francisco.

Anna Celia Herndon, San Francisco.

Sophia A. Hobe, Menlo Park.

Mrs. Cassie L. Ives, St. Helena.

Anna R. Jackson, Napa.

Minnie D. Johnson, Tustin.

Patrick P. Kennedy, Riverside.

Mrs. Daisy B. Lawton, San Rafael.

Elizabeth S. Louderback, San Francisco.

Mrs. Charlotte E. Lynch, Piedmont.

Mrs. Lutella A. Maxwell, Napa.

Julia McDonald, San Francisco.

Helen Frances McFarland, San Francisco.

Wm. Andrew Mullins, Los Angeles.

Anna M. Richardson, Oakland.

Margaret Annie Rollins, San Francisco.

Jennie M. Ross, Covina.

Helen M. Rutherford, San Francisco.

Manuela G. Salcido, San Francisco.

Joshua Dean Simkins, E. San Diego.

Zella Springsteen, Napa.

Clara C. Steinmetz, Seabright.

Janet K. Storrie, Oakland.

Mrs. Jennie J. Wade, Los Angeles.

### Under Section 9 of the Law

Mrs. Laura M. Carver, Santa Monica.

Callie M. Darnell, Los Angeles.

Mrs. Florence B. Delano, San Diego.

Christine Littebrant, Stockton.

Ralph W. Maltbie, Tujunga.

Eugenia Murray, Monterey.

Mrs. Eva H. North, San Francisco.

Mabel D. Pratt, Los Angeles.

Sheldon W. Shafer, Porterville.

A. Clarence Smith, Los Angeles.

Clara M. Stoddard, Merced.

Mrs. Alice R. Whitford, Santa Barbara.

The board adjourned to meet in Sacramento, January 3, 1928.—Wm. John Cooper, Secretary.

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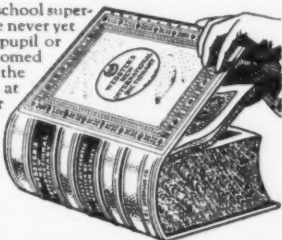
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**A**MERICAN VOCATIONAL ASSOCIATION holds its second annual convention in Los Angeles, California, this month, December 17, 19 and 20. Headquarters are at 749 Chamber of Commerce Building, Los Angeles. Edwin A. Lee, director of the Division of Vocational Education, University of California, Berkeley, is president of the Association. Ben F. Pearson, manager of personnel, Southern California Edison Company, Los Angeles, is chairman of the local convention committee. The remarkable program is of vital interest, national scope, and of high merit.

**Disaster Preparedness and Relief** is a comprehensive plan developed by the Berkeley Chapter American Red Cross and the City of Berkeley, in anticipation of a possible major catastrophe. The document which gives a synopsis of the plan comprises sixty mimeographed sheets together with large blue-print and graphs. The organization heads up in the City Manager, John M. Edy.

It would indeed be well if every California community and every large California school possessed a similar carefully formulated program of action. In case of possible major disaster. No community knows when a great fire, flood, storm or similar accident may befall it. Preparedness is sound school and community doctrine.

\* \* \*

**Rolland A. Vandegrift**, Director of Research, California Taxpayers, Association, presents in a recent issue of *The Tax Digest* the following table showing increase of bonded indebtedness by the state of California and California counties and municipalities, 1911 to 1926, as follows:

	State
1911 .....	5,677,500
1926 .....	100,350,500
Increase .....	94,673,000
Per Cent Increase.....	1,667.51

County	Municipal	Total
\$ 22,655,890	\$ 65,573,033	\$ 93,906,423
*262,362,554	309,453,146	672,166,200
239,706,664	243,880,115	578,259,777
1,058.03	371.92	615.78

\*Includes district bonds.

Sources: Expenditures, Cost of Government, Assessed Valuations in *Tax Digest* Feb. and March, 1926, Report of State Controller, and State Controller's Report on "Financial Transactions of Municipalities and Counties."

\* \* \*

**Los Angeles City School Board of Directors** and the chairmen of its committees are as follows.—John B. Beman, president; William A. Sheldon, secretary; Robert L. Burns, finance; Clair L. Peek, buildings; Mrs. George Herbert Clark, teachers and schools; Mrs. Letitia J. Lytle, insurance; Mrs. Carrie Parsons Bryant, law and rules; J. L. Van Norman, purchasing and distribution; Robert L. Burns, committee of the whole.

The Superintendence group comprises,—Mrs. Susan M. Dorsey, Superintendent; J. B. Monlux, Deputy Superintendent; Arthur Gould, First Asst. Superintendent; Harry M. Shafer, Second Asst. Superintendent; Mrs. Helen Watson Pierce, Third Asst. Superintendent; Robert H. Lane, Fourth Asst. Superintendent; Vierling Kersey, Fifth Asst. Superintendent; Frank A. Bouelle, Sixth Asst. Superintendent; Elizabeth Bates, Seventh Asst. Superintendent; Bruce Allyn Findlay, Eighth Asst.

Superintendent; Jessie A. Tritt, Ninth Asst. Superintendent.

\* \* \*

**Junior Home**, The Something to Do Magazine, in its new form is combined with *Little Folks*, established in 1897. M. V. O'Shea of the University of Wisconsin, is editor. Bertha M. Hamilton is managing editor. It is published monthly by the D. C. Kreidler Company, 108 South Wabash Avenue, Chicago.

Each issue carries a page of Professor O'Shea's editorials; a'so shadow pictures, adventure stories, Bible stories, tool-craft, handwork, health news, posters and many other features. It embodies many of the practical features of the best progressive educational programs.

\* \* \*

**Association of American Colleges** issues a valuable quarterly, in February, April, May and November of each year. It is now in its thirteenth volume. A recent number features excellent symposia on the relations between faculty and students and on the teaching of art in American colleges. The bulletin is edited by Robert L. Kelly, who is secretary of the Association, 111 Fifth Avenue, New York City. The officers of the Association for 1927-1928 are: President, Lucia R. Briggs, Milwaukee-Downee College; Vice-President, Arlo A. Brown, University of Chattanooga; Secretary, Dr. Robert L. Kelly, New York City; Treasurer, Bernard I. Bell, St. Stephen's College. Additional members of the Executive Committee: Dean Herbert E. Hawkes, Columbia University; President, Harry M. Crooks, Alma College.

\* \* \*

In Redwood City in place of an organized teachers' club the teachers have a monthly informal get-together. A particular school of the district takes charge each time so that all the schools are hosts in rotation. There are also special meetings called by the superintendent, according to Miss A. L. Hall, of Redwood City.

\* \* \*

**J. B. Lippincott Company**, publishers, with headquarters at Washington Square, Philadelphia, has issued seven standard series of books for boys and girls, which are worthy of inclusion in recommended lists for general reading: "Carrots," *Just a Little Boy*, by Mrs. Molesworth; "Children of the Alps," by Johanna Spyri; "A Dog of Flanders," by Ouida; "Bimbi," by Ouida; "Pinocchio," by Collodi; "The Swiss Family Robinson"; "The Water Babies," by Charles Kingsley.

The first series "Stories All Children Love," includes such titles as: "Stories All Children Love Series"; Lippincott's Children's Classics Series; "The American Trail Blazers Series"; "Rupert Sargent Holland's Books of American Historical Adventure"; "Dan Beard's Woodcraft Series"; "Jane Abbott's Stories for Girls."



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Bay Section C. T. A. Convention Dec. 19 to 21.

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Our Service Bureau Instructor

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will be in attendance at

Teachers' Conventions at  
Santa Cruz, December 12-15  
Oakland, December 19-21

Interesting exhibits are maintained at  
our offices

Commercial Bldg.  
833 Market St.  
San Francisco

Jewelers Bldg.  
747 So. Hill St.  
Los Angeles

In Santa Cruz City a special improvement tax for schools has been voted recently; **Karl Adams**, City Superintendent.

The **National Council of Administrative Women in Education**, recently held an important meeting at the San Francisco Womens Club, at which Life Certification and Position Tenure were thoroughly discussed.

**Genevieve H. Anderson** is vice-president of the Los Angeles Kindergarten Club and teaches in the Rosemont Avenue Kindergarten. She declares that all nations are now concerned with the beginnings of education.

At **Aptos**, near Watsonville, a \$23,000 bond issue was recently voted for a new school building.

With reference to public school pupils attending or participating in football games and other activities away from school the State office declares that they may not be counted in **attendance for apportionment purposes**. The tests to be applied to an activity as established during a previous administration are: (1) Is the activity regular class work, i. e., part of the approved course of study? (2) Is the activity conducted within the confines of the district, i. e., legally under control of the district's governing board?

**Helen Babson**, principal of the Eagle Rock Junior and Senior High School, is making a valuable study of failures among girls in high schools. Her studies demonstrate that scholarship must be treated as individual rather than a mass matter. The whole school staff must co-operate to lessen failure and its accompanying social waste.

**Walter L. Bachrodt**, Superintendent of Schools at San Jose, announces that the Board of Education there has purchased a six acre site in the northeastern part of the city to be held for future school needs.

**Decorative Motifs of Oriental Art** is a beautiful new book with 673 illustrations, for sale by Paul Elder and Company, 239 Post Street, San Francisco, and written by **Katherine M. Ball**.

**G. F. Barnes** of Rand McNally and Company, has been promoted to the managership of the educational department of that company for the Pacific Coast. Mr. Barnes has heretofore represented the company in the Pacific Northwest.

**Gertrude S. Bell**, teacher of psychology, San Diego State Teachers College, is a mother and a grandmother. She appeals to California P.-T. A.s to secure the active co-operation of every teacher and every parent represented in the schools. She urges serious study of behavior problems of children.

**Roma V. Bennett**, Esther Hawley and Alice M. Deist have been appointed by the Los Angeles County Public Health Association to conduct a year round program of health education in Los Angeles County. Miss Bennett has done remarkably successful work in summer health schools there.

At South Pasadena, Superintendent **George C. Bush** is acquiring ten acres in the San Marino District for a junior college.

**Amy C. Carlson**, teacher of social sciences in Lafayette Junior High School, Los Angeles, reports

a night school class called "The Charm Class." This is devoted to good manners, taste in dress, voice, good English, and other matters of personal charm, and of practical importance to business and professional girls. Perhaps charm classes could also be of help to men.

**E. F. Carleton**, editor and manager of the Oregon Education Journal, recently visited California, in the course of a transcontinental trip. The Oregon Journal is in its initial volume, and is the official publication of the Oregon State Teachers Association.

**Juanita Carrigan** of the Los Angeles schools, in reporting the summer school in adult education, recently held at Mills College, makes special mention of the classes in swimming, folk dancing and dramatics.

The **Cecilian Singers** is a women's chorus of teachers in the Los Angeles elementary schools, founded by Kathryn E. Stone, music supervisor and led by John Smallman.

At the **Central Union High School**, near Fresno, a new music room and garage are being added, also another bus to the transportation system.

**Arthur Henry Chamberlain**, secretary of the California Society for Education in Thrift and Conservation, has recently made a lecture trip in the southeast, appearing before the state and sectional meetings of the Missouri State Teachers Association and the Arizona State Teachers Association.

The **Child Study Association of America**, with headquarters at 54 West 74th Street, New York City, has issued an interesting and valuable 28-page program for 1927, 1928. The Association has study groups in Los Angeles City on adolescence, infancy, general child study and sex education.

The many **Chinese children in Los Angeles** have been given a three acre playground on Apablaza Street. The Chinese children and their parents have cleared the lot of debris and rubbish, as a volunteer service. The Playground Department is installing swings, rings, sand piles, swimming pool and other playground equipment. The Chinese children have already constructed the office building. The Chinese children attend the public schools during the school day and from 5 to 9 p. m. they attend the Chinese language schools.

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Your pupils deserve the best coping saw. The F. P. M. cuts wood, iron or bakelite at any angle. Unequalled for sturdiness, lasting construction and fine workmanship. Blades of finest tempered steel.



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This is a rare tale that Mr. Cleveland tells, in a manner of one who not only knows how to tell a story, but knows and understands dogs and dog training. You will love it, for it is not just a story: it is a dog epic.

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## Announcement to Bay Section Members C. T. A.

The business men of the Bay Cities are pleased to have the teachers of the Bay Section, California Teachers' Association assemble at the Civic Auditorium in Oakland, December 19 to 21. A special invitation is extended to visit the exhibits of those who have booths at the Auditorium.

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Where no page number is given the firms have no advertising scheduled for this number. See later issues for their advertising.

\* \* \*

### Bay Section "Look-See"

When allotting space to the exhibitors at the Bay Section convention at Oakland Civic Auditorium, the Adv. Div. earnestly assured each and every exhibitor that his was the best space available and he was, in a way, being favored—rawther. To help us prove this assertion, we ask the teachers in attendance to visit those exhibits in which they may find something of interest and look them over. This is not a selling exhibit, so you will not be asked to buy.

It is a "looking exhibit" where you may get an idea of what you want in your schools. Then when the gentlemanly salesman calls on you later in the year, you will know what he is talking about because of the knowledge you gleaned at the Bay Section Exposition.

\* \* \*

### "Where Every Prospect Lures" (Including Those in Oakland)

One of the alluring prospects for the visitor to San Francisco—whether from the hinterland or from commuting distance—is the opportunity afforded to go on that fascinating quest for food—food that is different and better than he really hopes for. Sometimes he finds it, and alas! sometimes he doesn't.

In this number of the Sierra Educational News, the Adv. Div. has more or less thoughtfully provided a number of eating establishments in which to go questing—and something tells us you will be rewarded when you visit them—one or all. Read their announcements, eat their food, tell them it is fine—you learned of them in the S. E. N. You will feel better mentally, morally and physically—and we will be happy when we learn we made good in saying our readers would flock to their tables.

These hotels and cafes extend a cordial invitation to the teachers:

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\* \* \*

### The Grand Finale

During the week, and especially after the close of the meeting on Wednesday, the C. T. A. members are invited to visit the stores and shops advertised in the Sierra Educational News.



## Margaret Burnham's Cottage Candies

*made from home-made recipes*

All mail orders packed fresh the  
day of mailing



*Cottages in*

Oakland San Francisco Berkeley



All candies 85c per pound

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Clay, 14th and 15th, Oakland  
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The services and shopping facilities  
of Capwell's are offered the delegates  
to the California Teachers'  
Association.

*Make appointments to meet friends  
on our Mezzanine Floor*

Quick Lunch Counter in the Basement Store  
Beauty Salon, Mezzanine Floor  
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THE OAKLAND BANK

*Established in 1867*

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### San Francisco Court Decision Affects Teachers' Salaries

A WRIT of mandate, ordering the San Francisco Board of Education to pay \$190,000 back salary due San Francisco teachers, was issued yesterday by Superior Judge Walter Perry Johnson. The suit was filed by attorneys in behalf of E. J. Dupuy.

The money involved is six weeks' pay for various teachers withheld by the Board in 1926, when the school year was changed to commence prior to June 30, 1926, instead of August 15.

There are 600 teachers involved in the suit, according to word received by the California Teachers Association, all of whom assigned their claims to Dupuy, who is a local teacher and head of the salary committee of the San Francisco High School Association.

In making the change in the fiscal year the Board of Education ruled that salary not earned in the current fiscal year by teachers should not be paid. This deprived teachers employed by the School Department prior to June 30, 1926 of the six weeks' salary due for their summer vacation.

Two test suits filed last July on behalf of Arthur W. Scott, former principal of Girls' High School, and Blanche Lovell were decided in favor of the teachers and the Board of Education was forced to grant them the withheld salary.

Later other teachers who sought to collect their back pay on the strength of the court decision were told they would have to wait.

The new decision will force the Board of Education to pay the \$190,000 without delay.

## The Gift Unusual

awaits your selection at Taft's—we are happy to serve you in every way—for something infinitely rare and precious, visit "The Gift Shop"—for toys to open the kiddies' eyes in wonder, try the Toy Shop—for "Him" the Men's Shop is an inspiration—for "Her" the whole store is replete with suggestions. . . . all priced to please.

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at the C. T. A. Convention. Drive right into our garage near the Hotel Oakland.

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## Ground Gripper Shoes

Most comfortable shoe in the world. Every teacher should have at least 1 pair of Modified Ground Grippers. Also 1 pair of our new dress shoes.

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**Oakland, California**



*We join Oakland  
 in extending a welcome  
 to all teachers  
 December 19 to 23*



***To Simplify Your Shopping—***

if you will write us not later than December 12, we will have a charge account opened for you, ready for your use. Be sure to give name in full, address and school affiliations. Charges made during this week will appear on your bills as of January 31st, payable in February.

***These Services at Your Command!***

A public rest room with writing desks! Public phones on the first and second floors! An American Express Travel Bureau to get tickets, make any hotel reservations you wish! A free checking desk on the fourth floor! Merchandise orders for last minute gifts to your friends in San Francisco, Portland, Tacoma or Oakland where Schlesinger stores are located! Or if there is anything you wish in advance of the Convention, write Miss Beth Julian, our personal service shopper, and she will take care of it for you!

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Parfum Classique Francais, Inc.

*offers you*

Genuine French perfumes direct from Paris.

Face powders blended to match your complexion. Sold by weight and at lower prices than any place on the Coast.

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Pure olive oil soap from France.  
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 Sacramento—422 K Street  
 San Jose—285 S. First Street  
 Stockton—531 E. Main Street  
 Visalia—104 W. Main Street  
 Riverside—Loring Opera House  
 Pomona—357 W. Second Street  
 San Diego—Cabrillo Theater Building  
 Modesto—908 Tenth Street  
 Bakersfield—1923 I Street  
 Santa Rosa—523 Fourth Street  
 Chico—226 Main Street  
 Fresno—1032 Fulton Street



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**M. E. Peterson**, president of the Los Angeles Elementary Principals Club, is principal of the 28th Street School there. He declares that one of the chief obstacles to international understanding is the unwillingness of Christians to think in any other than Christian ways. He states that we Anglo-Saxon Christians who speak only English have too little consideration for non-Anglo-Saxons, non-English speakers, and non-Christian peoples.

At a dinner meeting of the **Present Day Club, Los Angeles**, held recently, Honorable William John Cooper, State Superintendent of Schools, was the principal speaker.

The first meeting of the Southern California Science and Mathematics Association for the present school year was held at Venice High School in early November. **Principal Clark** of that school, senior partner of the Clarkson European Tours, gave an illustrated lecture on Michael Angelo and his art.

**Juliet Pierce**, formerly girls vice-principal of San Pedro High School, is now principal of that school.

**Professor William Popper** is Chairman of the Committee on Music and Drama at the University of California, Berkeley. He and his associates have arranged a distinctive and meritorious program for the present academic year.

**Lillian Porter**, of the Sawtelle Schools states that twenty-one years ago there was no such thing as a classroom teachers bulletin. Today there are over fifty, many of them rivaling those of the education departments of colleges and universities.

**Jessica A. Kennedy Pullis**, formerly teacher in the Alexandria Street School, Los Angeles, has been appointed principal of the Lincoln Elementary School of that city.

The **National Research Council**, Washington, D. C., has issued a directory of research in child development which includes the names of 425 research workers. California is well represented therein.

**Mrs. Carl Rabke**, eighteen years old, of New Brunswick, N. J., will appeal to the State Board of Education to reverse the decision of the local board, which, by a vote of 3 to 1, decided that she should not be permitted to return to the high school to complete her four years' course, on the ground that her marriage would be a "distraction" to students and teachers of the school alike. Mrs. Rabke is desirous of completing her high school work in order that she may obtain her school diploma and enter a law school.

**Josephine Dawes Randall**, Superintendent of Recreation of the San Francisco Playground Commission, states that one of the finest contributions the present generation has made to the world is the discovery of play and its real value in the life of the child.

The cornerstone of the new McKinley grammar school, **Redwood City**, was laid by the Grand Lodge of Masons, Saturday, October 8th. The Shrine band furnished the music, and the Islam Patrol and Palo Alto and San Mateo Knights Templar in full uniform were in the line of march. The new school will cost \$175,000 and is located on a 12 acre site.

The Board of Directors of the American Country Life Association have elected to membership **Mrs. A. H. Reeve**, President of the National Congress of Parents and Teachers. The Association has its headquarters at 1841 Grand Central Terminal Building, New York City, and publishes many helpful pamphlets.

**Claude L. Reeves** is principal of the Bell High School, Los Angeles City. This year Bell inaugurates its four year high school course under the city school system.

**Thaddeus Rhodes**, Principal of the Francisco Junior High School, San Francisco, and member of the C. T. A. Board of Directors, attended the board meetings at Coronado and sessions of the convention. Other San Francisco representatives were Alice Rose Power, John McGlade and John Hardy.

**Ethel Richardson**, California Assistant State Superintendent of Public Instruction, recently married Harry Clifford Allen, Jr., of Los Angeles.

**Rural school supervision** is the title of a recent bulletin from the U. S. Bureau of Education (1927 No. 24). It gives abstracts of addresses, delivered at a conference of rural school supervisors of the southeastern states.

**Mary M. Russell**, executive of the Los Angeles Camp Fire Girls, states that the Camp Fire Girl movement deals closely with the work and problems of the home. The girls are given practice in marketing, cooking, care of small children, sewing, and other home arts and crafts.

**William Rutherford**, Principal of the Galt Union High School, writes the California Taxpayers' Association, concerning school bus transportation forms as follows: "Our system last year was a fairly good one, but your transportation forms are the best of any that I have been able to study. Have been waiting a long time for something of this nature."

The old Lincoln School, **Sacramento**, which burned, is to be replaced by a new plant, the first unit of which is costing \$75,000.

**Esther Safor**, teacher of mathematics at Polytechnic High School, Los Angeles, has been made head of the department in that school.

The **Santa Barbara State Teachers College** is now giving extension classes in Los Angeles City, under auspices of the manual education department of the Los Angeles Board of Education.

**H. H. Sauber** has accepted the principalship of the Downieville High School. He was formerly Colusa County Superintendent of Schools.

**Mrs. Elizabeth Sawyer**, wife of the medical director of a prominent life insurance company of Los Angeles, declares that modern city life deprives the growing child of the steadying power of manual labor well done. She thinks that boys and girls should have daily hard manual labor instead of the present excitement and jazz.

The **Victoria Scatena Memorial Fund**, used for needy teachers in the San Francisco schools and administered by the Teachers Association of San Francisco, has increased from the original \$25,000 to a present value of \$96,000. The original grant was given by Mr. Giannini of the Bank of Italy.

## The "Hungry" Committee Reports

"Where do we eat?" will be a slogan during the Bay Section meeting, December 19 to 21. A "hungry" committee appointed by the Advertising Division scoured the territory in hailing distance of the Civic Auditorium and found a number of good places. Every one of the eating places advertised in this number was tried and tested by this Committee on Eating, and they cheerfully recommend them to hungry teachers. Read them all—and then choose. The San Francisco offerings are recommended when in that city.

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**The Scheduling of Teachers Salaries** is a new research bulletin of the N. E. A. It gives guides to salary scheduling, discusses the economical position of public school teachers, and shows the nation's ability to life teachers compensation to a professional level. Every California school board should be familiar with this valuable handbook. Address N. E. A., 1201 Sixteenth Street, Washington, D. C.

Ward W. Leis, District Principal, Fontana School, writes the California Taxpayers' Association, concerning **school bus transportation** forms as follows: "Your transportation cost accounting system solves most admirably a problem not only of local, but national interest as well. The value of putting the school transportation budget on a scientific basis can not be estimated. It is an invaluable contribution in answer to a crying need—better schools at a more economical cost."

We have in the State of California 3,260 school districts and many of these districts might well be consolidated with greater efficiency in teaching and enormous savings to the taxpayer. The existence of too many one-room school districts makes education in those particular districts rather expensive. We should study our educational finance so as to discover where economies may be instituted. —The Tax Digest.

Mrs. Ray Secara announces that four acres have been purchased by the Arcola School District, near Madera, for the erection of a new school.

Albert M. Shaw, chairman of the Los Angeles High School Teachers Legislative Committee, teaches agriculture at the Hollenbeck Junior High School. He attended the World Conference at Toronto, Canada, and reports that this great international organization now comprises 32 national associations.

Faith E. Smith, formerly in charge of the Lange Library of Education in Haviland Hall, University of California, is now head of the new department of religion and philosophy in the Los Angeles Public Library.

Mrs. Sarah Bixby Smith of Los Angeles is a member of the pioneer family of Southern California, and is author of "Adobe Days," one of the best sellers last year in Los Angeles. She is prominent in club life and is one of the trustees of Scripps College. She states that Scripps College is part of the project for establishing a group of colleges at Claremont, upon the Oxford plan. This will conserve the values of summer colleges while allowing the group to provide the advantages of equipment, library, museum, laboratories and graduation school, such as is possible only in a large institution.

H. A. Spindt, principal of the Bakersfield High School, states that the new \$95,000 gymnasium for boys is now in use. It has a seating capacity of more than 1,000. Another building is being remodeled for the girls.

Ella Stahmer, art teacher in the Sentous Junior High School, Los Angeles, states that dress is a matter of much importance for the woman teacher. She believes that simplicity is the keynote and that dress should express the best in human personality.

Mr. Cora Wilson Stewart is director of the National Illiteracy Crusade to wipe out illiteracy in the United States by 1930. Headquarters are in the American Red Cross Building, Washington, D. C. The secretary is W. Carson Ryan.

Martin J. Stormzand, Professor of Education at Occidental College, is the author with Edith King and Lena Eby, of a study guide for problems in American history, published by the Harr Wagner Publishing Company, San Francisco. Dr. Stormzand has recently completed study courses for the Glendale Schools.

Recently a group of 16 California experts in the field of physical education and recreation, headed by Dr. Thomas Storey, Director of Physical Education and Hygiene, Stanford University, met in a six day conference at Sacramento with the State Division of Health and Physical Education to formulate new state credential requirements in physical education.

Professor Fletcher Harper Swift of the School of Education, University of California, has declined invitation by the Legislative Commission, recently established in Virginia, to make a survey of the school financial system there. Professor Swift has made studies of school finance in fourteen states and is a national authority in this field.

A supervisory council which will work in co-operation with the Division of Research of the California State Department of Education comprises, Dean W. W. Kemp, of the School of Education, University of California; Dean E. P. Cubberley, of the School of Education of Stanford University; Dean Lester B. Rogers, of the School of Education of the University of Southern California.

Mr. F. Dosenbach is director of the official information bureau of Switzerland, at 241 Fifth Avenue, New York City. California school people who are interested in Switzerland are asked to write directly to the bureau.

The annual desert play "Tarquitz" was given in Tarquitz Canyon near Palm Springs in Southern California early in November. It was under stage-direction of Garnet Holme, who is author of the play and pageant director of the United States National Park Service.

Dr. C. N. Thomas, who is active in arrangements for bringing a group of one hundred Mexican public school teachers on an educational visit to California, has recently addressed assemblies in numerous California high schools, junior colleges and teachers colleges.

Mrs. J. L. Thornton, state publicity manager for the California Congress of Parents and Teachers, has offices at room A-65 Chamber of Commerce Building, Los Angeles.

Alice K. Tupnam, teacher in the Compton Union High School, is prominent there in the development of a home-room program in which every pupil and every teacher has a part.

A new 4-year college course in Technical Training for the Motion Picture Industry is being given this year at the University of Southern California. The curriculum has been developed in advisement with the Academy of Motion Picture Arts and Sciences of Hollywood.



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The school teachers of **Vera Cruz, Mexico**, have inaugurated a strike in protest at non-payment of salaries for months past and are supported, according to press dispatches, by the Labor Federation.

The first unit of a group of grammar school buildings at the **Victory School site, Los Angeles**, is to be constructed at once, following the recent awarding of construction, aggregating \$117,000. The building is to be two stories high, of Spanish style, reinforced concrete and brick, exterior faced with plaster, Spanish tile roof, and will cover an area of 114 x 231 feet.

The **Southern California Vocational Education Federation** has merged with the California Vocational Association and has turned over its funds to the latter Association.

**Jane M. Ward** is now Sonoma County Rural Supervisor succeeding **Nellie M. Mead**, who resigned to accept a similar position in Alameda County.

What's Wrong With the Teachers?" asks **Alma Whitaker**, a feature writer for the *Los Angeles Times*, and mother of two fine sons. She recommends among other things that school teachers get together and assign that everlasting home work a bit more reasonably.

**Eustace E. Windes**, associate specialist in rural education, U. S. Bureau of Education, has written a bulletin on Trends in the Development of Secondary Education (1927—No. 26). It is a nationwide survey of modern developments in high schools and junior colleges and comprises 41 pages.

**Elizabeth L. Woods**, Director of psychology and Educational Research, Los Angeles City Schools, reports that Los Angeles has recognized the importance of mental hygiene in its program by maintaining a department which comprises,—(1) a central psychological clinic, (2) a counselor service, (3) special classes for various types of atypical children, (4) special teaching materials for these classes, and (5) a demonstration nursery school.

**Soledad Union Grammar School** put over a \$75,000 bond issue the first week of October. An architect is now preparing plans for the new building. It will consist of eight classrooms, one auditorium, a manual training department and domestic science room. It will be of Spanish style and architecture. **R. S. Tipton**, principal of the school, prepared the requirements, working with **Mr. Andrew Hill** of the State Department of Education.

**Ellis E. Patterson**, principal of the Lockwood High School, Jolon, is champion amateur lightweight wrestler of the Pacific Coast. Mr. Patterson is putting on a good program of education in his old mission section of California this year. The San Antonio District Mission is located at Jolon.

The Mission School, Monterey County, was burned during the past month and sessions are now being held in a store and in a church. **Mrs. O. Kubik**, is principal.

The **Monterey County Elementary Principals Association** met at Salinas, October 22. **Stanley V. Krikac** of the Greenfield Union High School presiding. **Grace Wideman** of Gonzales, secretary of the association, presented an excellent program. The speak-

ers were **James G. Force**, county superintendent; **Arthur Walter**, superintendent of schools, Salinas; **J. H. Graves**, district superintendent, Monterey, and **Roy W. Cloud**, state executive secretary, California Teachers' Association.

**Mr. Roy Cloud**, State Executive Secretary of the California Teachers' Association, gave an outline of the origin and plan of organization of the State Association, an institution established in the early days of California, which was the first state in the Union to have a State Teachers' Association.

The Association stands for the betterment of teaching, enlargement of the curriculum, placement of teachers, service to every teacher in the state. It has brought improved salaries, better teacher-training and rural supervision to the small district schools.

Its monthly magazine, "The Sierra Educational News," is sent to every member. The secretary requests each teacher to try to be familiar with the work of the magazine and to read it regularly. Mr. Cloud concluded with an appeal to all San Francisco teachers to join the association. At present only 1352 of the 2600 teachers are members.—Teachers' Association of San Francisco, Report of Proceedings.

\* \* \*

**Los Angeles Evening High School Teachers and Principals Associations** recently held their joint annual meeting. **Vierling Kersey**, assistant superintendent of schools, was the principal speaker. Officers for the teachers association were elected for the coming year as follows: **Walter Rhoads**, president; **Arthur J. Misner**, first vice-president; **Winfred Bullock**, second vice-president; **A. M. Rellly**, secretary, treasurer; **Miss Persis B. Porter**, corresponding secretary.

Several changes have been made in the **California Public School Teachers' Retirement Fund** which went into effect last July.

1. Teachers who teach less than 30 days during a half-year may be excused from paying \$6 dues for such half-year.
2. Teachers are now permitted to teach one of the final ten years outside of California without losing their eligibility to a retirement salary, provided ten of the final eleven years are taught in the state.
3. If any teacher retires on a salary and later returns to teach in the public schools, any teaching done outside the state while drawing a retirement salary, shall not be considered as breaking the final ten years of teaching preceding a second retirement.
4. Teaching outside of California may now be counted when retirement is for disability, but more than fifteen years would be of no value for the law requires 15 years of teaching in California, including ten of the final years.

**The Hard-of-Hearing Child.** (School Health Series No. 13, U. S. Bureau of Education, Washington, D. C., price 5 cents). The Department of Lip Reading of the N. E. A. wishes to call attention to this recent publication. The facts of defective hearing in children are presented succinctly and clearly. Teachers and school officials interested in checking the huge waste of money incident to retardation will find much helpful information in this pamphlet.

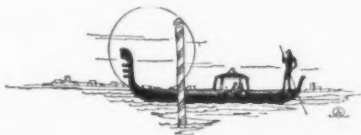
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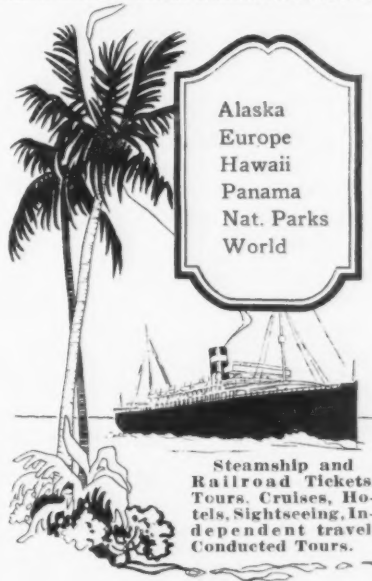
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(Continued from Page 606)

**PRINCIPLES OF RURAL SCHOOL ADMINISTRATION**—By Julian E. Butterworth, professor of Rural Education, Cornell University. 398 p., il. The Macmillan Company. 1926.

**DUDLEY ALLEN SARGENT—AN AUTOBIOGRAPHY**—Edited by Ledyard W. Sargent, with introduction by R. Tait McKenzie. 221 p., il. Lea and Febiger, Philadelphia. 1927.

**PSYCHOLOGY OF SECONDARY EDUCATION**—By Charles Hubbard Judd, professor of Education and director of the School of Education of the University of Chicago. 560 p. Ginn and Company. 1927. \$2.20.

**THE SCARLET LETTER**—By Nathaniel Hawthorne. With an introduction by Elizabeth Deering, Hanscom, professor English in Smith College. The Modern Readers Series. 384 p., il. The Macmillan Company. 1927.

**SECONDARY SCHOOL CURRICULA**—By Willis L. Uh', professor of Education, University of Wisconsin. 582 p. The Macmillan Company. 1927.

**TEACHING THE SOCIAL STUDIES**—By Edgar Dawson, professor of History and Social Science, Hunter College, and others. 405 pages. The Macmillan Company. 1927.

**TEACHING IN THE INTERMEDIATE GRADES**—A study of curricula and methods of teaching in grades four, five, and six—By George Earl Freeland, director, Education and Teacher Training, State Teachers College, San Jose, California; Roxana Morton Adams, supervisor of the Intermediate Grades, Demonstration School, State Teachers College, San Jose, California; and Katharine Hedges Hall, assistant professor of Education, State Teachers College, San Jose, California. 418 p. Houghton Mifflin Company. 1927. \$2.15.

**TEENY TINY RIMES**—By Lucile Allard, director Flatbush Teacher Training School, Brooklyn; and William A. McCall, professor of Education, Teachers College, Columbia University. 93 p. Illustrated by Katharine Pallesen. Johnson Publishing Company, Richmond, Virginia. 1927.

**HOW TO USE TEENY TINY RIMES IN TEACHING READING**—By Lucile Allard, director of Flatbush Teacher Training School, Brooklyn; and William A. McCall, professor of Education, Teachers College, Columbia University. 15 p. Johnson Publishing Company, Richmond, Virginia. 1927.

**INTERMEDIATE TYPEWRITING STUDIES**—For Second-Year Courses in Typewriting—By William E. Harned, head of the Department of Stenography and Typewriting, Columbia University, New York. 62 p., il. Ginn and Company. 1927. \$1.36.

**VOCATIONAL READINGS**—By Leverett S. Lyon, professor of Economics, the Robert Brookings Graduate School of Economics and Government; and A. Marie Butler, sometime assistant, University of Chicago, Trust Department, Springfield (Ill.) Marine Bank. 592 p., il. The Macmillan Company. 1927.

**THE WAR MYTH IN U. S. HISTORY**—By C. H. Hamlin, Atlantic Christian College. With introduction by Charles F. Dole. 98 p. Vanguard Press, New York. 1927. 50 cents.

**UNIVERSITY OF SOUTHERN CALIFORNIA STUDIES**—Second Series. Number 3. Achievement in the Elimination of Errors in the Mechanics of Written Expression Throughout the Junior-Senior High School—By Walter H. Potter, instructor in English, Lincoln High School, Los Angeles; and Frank C. Touton, professor of Education, University of Southern California, Los Angeles. 30 p. University of Southern California. 1927.

**WHERE IS CIVILIZATION GOING?**—By Scott Nearing, author of "The Next Step," "Education in Soviet Russia," "The British General Strike," etc. 119 p. Vanguard Press. 1927. 50 cents.

**THE HOME MAKER AND HER JOB**—By Lillian M. Gilbreth. 165 p. D. Appleton and Company. 1927. \$1.75. Mrs. Gilbreth, a successful business woman, has personally managed her home and mothered her eleven children. In this wholesome volume she describes the most efficient ways for achieving happiness and comfort in the home. Her style is clear, vivid, and interesting.

\* \* \*

French's Standard Library Edition of Modern Drama has recently added the following new titles: "Two Weeks Off," a summer-time comedy, by Kenyon Nicholson (author of "The Barker," Sally & Company," "The Meal Ticket," etc.) and Thomas Barrows; "The Crisis," a play in four acts, by Winston Churchill, dramatization of the novel of the same name by Winston Churchill, published and duly copyrighted by the Macmillan Company, 1901; "Service for Two," a comedy in three acts, by Martin Falvin; "Gipsy," a play in three acts, by Oscar Hammerstein II, and Milton Herbert Gropper; "Janice Meredith," a play in four acts, by Edward E. Rose and Paul Leicester Ford, based on the novel "Janice Meredith," published and duly copyrighted, 1899, by Dodd, Mead & Co.; "New Toys," a comedy in three acts, by Milton Herbert Gropper and Oscar Hammerstein II; "Romeo and Jane," a comedy in four acts, by Edward Childs Carpenter; "Hay Fever," a play in three acts, by Noel Coward.

Four new Playshop Plays, written and produced in the Town and Gown School of the Theater of Northwestern University and the Drama Club of Evanston, are: "Cabbages," a cartoon in one act, by Edward Staadt; "Taxi," a comedy in one act, by Alice C. D. Riley; "Rich Man, Poor Man," a farce in one act, by Bertha Y. Burrill; "The Best of All Ways," a romantic adventure in one act, by Julia Farrell Whitely.

\* \* \*

A valuable and interesting program of school music is carried on under the auspices of the Educational Department of the Victor Talking Machine Company of Camden, New Jersey. Miss G. Josephine Airy of that department states that much of the earlier literature issued for school use is now obsolete because of the changing in the process of recording. Special List No. 3 and a new Addenda of Orthophonic Records give the up-to-date material's. Other useful pamphlets are the Victrola Music Memory Contests, 91 pages; a Graded List and Educational Catalog, 210 pages; the Victrola Physical Education Recreation and Play, 67 pages. The new Orthophonic Victrola, No. 87, is particularly adapted for school and college use.



**FARM SOILS: Their Management and Fertilization**

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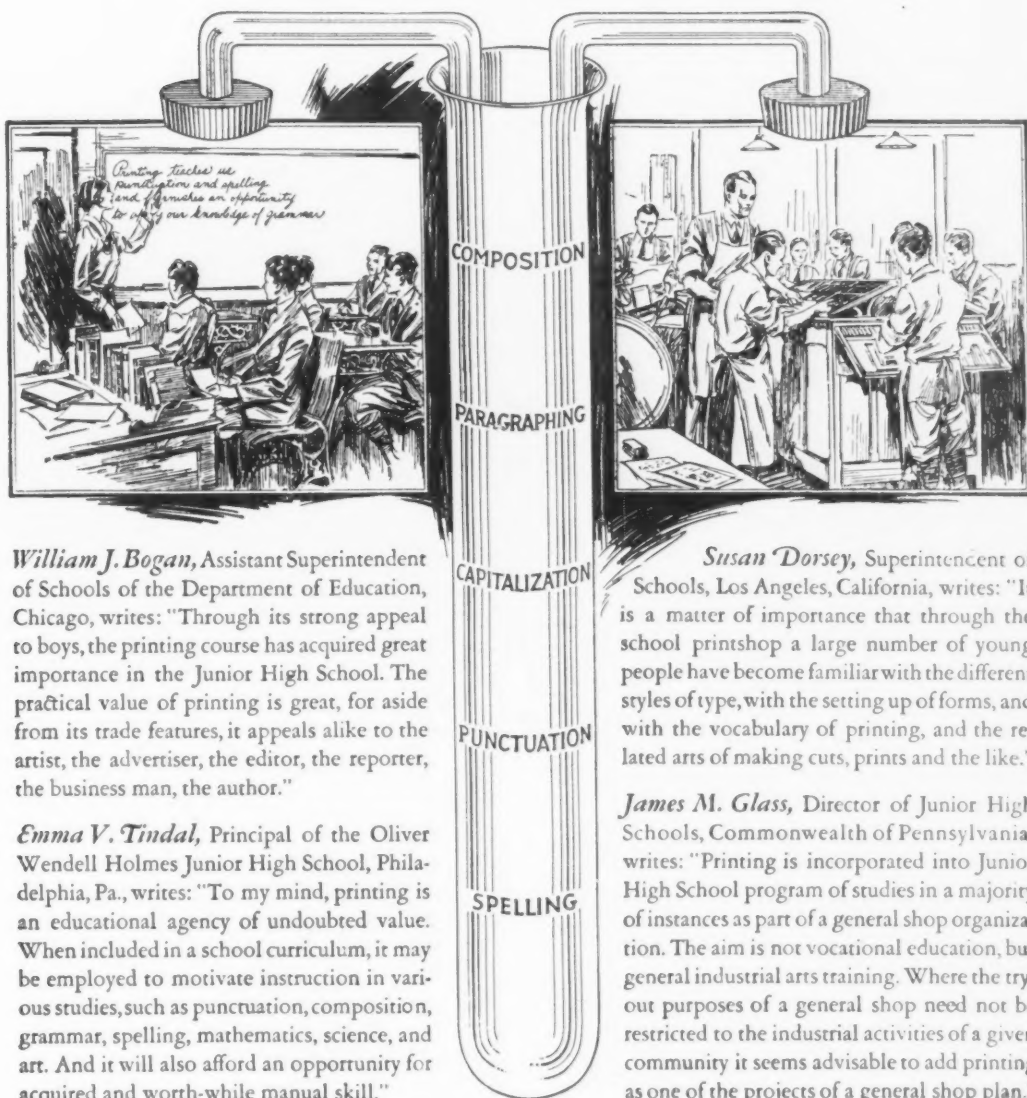


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